

Faculty Inquiry Group Proposal Form

Please complete the form below to apply for FIG funding. *(Please limit the proposal to two pages or less.)*

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Briefly explain the topic, issue, question, concern, project, and/or problem that the group will address.

For the last 15-20 years, writing teachers have been enlisting students in the act of writing in, with, and for their larger communities. Community-engaged writing projects help students see how acts of writing take place within concrete rhetorical situations with specific exigencies, purposes and audiences. Students can recognize the “real-world” applications for, and importance of, their own writing. They can witness their writing impact those around them and in turn can become more engaged in and passionate about their work in the classroom. In our particular context at Lane, projects that pair the writing classroom with the larger community can engage students with our core learning outcomes. Community-based writing promotes critical thinking; the application of learning; the creation of ideas and solutions; effective communication; and – not least – the development of civic and ethical awareness (see <http://lanecc.edu/assessment/core-learning-outcomes>). While the productive potential of designing and facilitating community-based writing assignments and courses is still being explored, work has also been done regarding the challenges attendant to such projects. Teachers and researchers have addressed questions like: What is the role of the instructor in the community-based writing classroom? How can we design assignments and/or courses so that they might benefit both students and community partners? How can we assess the writing done in such projects? On an ethical level, what kinds of community relations are perpetuated by different kinds of projects, and which of these do we want to promote or encourage?

In this Faculty Inquiry Group, we will discuss the theory and practice of incorporating community engagement into our writing courses. We will use an essay collection titled *Writing and Community Engagement: A Critical Sourcebook* (Deans, Roswell and Wurr 2010) as the springboard for our discussions.

Provide a tentative outline of planned activities, meetings and/or topics.

Meeting 1 (Fri. June 27, 1 hr)

Goal: To establish a reading schedule for subsequent meetings (including choosing four essays from the book for Meetings 2 and 3). Participants will read one essay.

Meeting 2 (Fri. July 18, 1 -1/2 hrs)

Goal: To discuss readings related to why community engagement in the writing classroom is important. To share suggestions for future readings. Participants will read three essays.

Meeting 3 (Fri., Aug 1, 1 -1/2 hrs)

Goals: To discuss readings related to how to develop and facilitate community engagement projects in the writing classroom, as well as potential challenges we might face. To workshop community-engagement assignments/ courses/ course sequences. Participants will read two essays and bring an assignment/course plan to workshop.

Meeting 4 (Wed. August 20, 1 hr)

Goals: To share final assignment/course ideas and enjoy a celebratory lunch. Participants will bring final assignment/course plan for distribution.

What do you see as potential outcomes of this FIG?

Each participant will reflect upon past and future pedagogical practices, and will design an assignment or course plan that incorporates a community engagement component.

Provide a brief overview of proposed budget.

~\$150-200 – books for 10 participants (New copies + expedited shipping from Amazon Marketplace)

~30 - photocopying

~\$250 – food (\$30 x 3 for snacks for meetings 1-3; \$10 for dishes/silverware/cups/ napkins; \$150 for lunch for meeting 4)

Electronic Signature:

Aryn Bartley

By typing my name here, I confirm that I have read and understood the program guidelines.