

Writing 105CW: Writing in Community

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Catalog Description: Analysis and practice of various forms of community-based writing by, for, and about local groups that seek to promote the social good, such as reports, informational documents, narratives, proposals, multi-media texts, advocacy, and political action. Attention to performing service, participant and academic research, metacognitive awareness, writing appropriately in community genres, audience awareness in community and political contexts, and editing.

Course Description: Writing 105CW is an advanced writing course designed especially for upper-division students from a variety of disciplines who wish to explore the social practices of writing in local communities and organizations pursuing social good. As part of the 105 series, 105CW focuses on writing performed by caregivers, activists, and those receiving service or care. The writing done and examined in this course focuses on and across genres that include informational materials, planning documents, proposals, narratives, storytelling, journalistic pieces, digital pieces, advocacy, and political action. Students write about, with, and for organizations and communities. They conduct primary and secondary research to learn about partner organizations and study writings operating within communities. Students learn to develop effective writings that promote the goals of these groups and, in so doing, come to understand writing as social action. In pursuit of this aim, students engage in significant metacognitive reflection on their own learning, the function of social action, and the function of writing within the group. Each student works extensively within a team setting both in person and online. In addition, all students meet with and study groups in the local community. In the end, students compose a significant research document that relies on their primary and secondary sources and evidence that addresses an aspect of writing as social action for social well-being.

Curricular Premises: Writing 105CW fits into the 105 series by offering upper-division students the opportunity to investigate interdisciplinary contexts for writing through service. Writing in service learning offers students real world opportunities to see these aspects of writing in action and outside of the academy. Designed as an addition to the Civic Engagement track of the Professional Writing Minor, this course provides a dedicated service learning opportunity, complementing and extending the track's mission to give students "the opportunity to learn how to act upon their passion for civic issues through the study and practice of writing related to governance, citizenship, and civil society." 105CW specifically serves UCSB undergraduates in two important areas: collaborative writing and liberal education.

Course Requirements:

Texts: Readings may include guides to ethnographic research and to writing fieldnotes, as well as published reflections on service work and community activism. Ethical codes,

personal narratives, and theoretical texts on service and community activism also frequently have a role in this course.

Assignments: This course is distinct from other Writing Program courses insofar as it requires students to perform service in the community on a regular basis as a core element of coursework (generally a minimum of *three* hours per week). Instructors develop assignments in which students write *about, for, and with* local groups and organizations. Possible assignments include participant observation reports, journal-blogs, ethnographies, collaboratively authored memoirs, navigator documents to make community resources less opaque, group projects, multimedia presentations, ethics statements, and metacognitive reflections. Research projects in Writing 105CW evolve along three vectors: personal experience, primary/observational research, and secondary academic research.

Outcomes:

- produce writing that incorporates genre conventions specific to the cross-disciplinary demands of writing in community, including short informational texts or multimedia documents for community organizations
- apply strategies for studying how writing is produced, consumed, and circulated in specific groups and the larger community through participant observation reports
- use evidence to support theories, arguments, and/or explorations in the context of community writing texts and research projects
- develop research along three vectors: personal experience, primary/observational research, and secondary academic research
- practice and analyze writing as social action and activism grounded in a thorough exploration of self, others, and disciplinary knowledge
- produce texts in multiple genres that demonstrate facility with the typical content, formats, and stylistic conventions of genres and modes of communication relevant to writing in community
- produce final drafts of research projects and writing in the community that are the result of extensive drafting, revision, and editing, and paired with metacognitive reflection
- tailor writing to develop a keen sense of the multiple audiences of community writing, including politicians, political bodies, donors, service providers, caregivers, and individuals served