

# ENC1145-26: Writing About Public Service and Community Action

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## COURSE DESCRIPTION

This course asks students to engage with local non-profit organizations to see the ways in which writing works to initiate change in the “real world.” By stepping outside of the academy, students will see the power of writing and its transferability into their personal and professional lives. Because this course focuses on community action and involvement, it also includes an emphasis on the purpose, audience, and genre of a text. The course will move forward in three phases. First, students will identify and research two organizations they are interested in working with. Second, students will spend **at least five hours** volunteering with the organization. During this time, students will complete a mini-ethnography about the community the organization serves or the organization itself. In the final phase, students will work with the organization to analyze and respond to specific rhetorical situations in order to create a communication plan that best suits the needs of the agency, audience, and material to be presented to draft a media campaign for possible use in the organization. Finally, the class will collaborate on a sharable artifact (a website, wiki, or some such platform) to share with the larger community as well as the organizations we’ve partnered with over the semester. Through analysis, drafting, and circulating materials, students will gain basic rhetorical knowledge, but also will be encouraged to experiment with and refine their own writing processes. Moreover, students will engage in primary and secondary research in order to investigate the ways they themselves function as part of writing communities, but also to better understand and serve a diverse variety of communities.

## FIRST YEAR COMPOSITION MISSION STATEMENT

First-Year Composition courses at FSU teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of making meaning as well as communicating, FYC teachers respond to the content of students’ writing as well as to surface errors. Students should expect frequent written and oral response on the content of their writing from both teacher and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subject of class discussions and workshops, and students are expected to be active participants of the classroom community.

If you would like further information regarding the First-Year Composition Program, feel free to contact the program director, Dr. Deborah Coxwell Teague ([dteague@english.fsu.edu](mailto:dteague@english.fsu.edu)).

## COURSE OBJECTIVES

- Students will expand their notions of “writing” and “text” and the diversity of writing acts in academic and nonacademic settings and investigate the role of “text” and “writing” in enacting positive social change in community settings.
- Students will gain an understanding of rhetorical situation, audience, and genre in order to carefully and thoughtfully respond to a variety of writing tasks inside and outside of the academy.
- Students will engage writing as a dynamic and fluid process and learn more about the ways in which they can become successful writers.
- Students will engage with non-profit organizations that benefit the Tallahassee community in order to appreciate and investigate the diversity of our local community.
- Students will practice evaluating, responding to, and integrating primary and secondary research in a variety of writing tasks.

## REQUIRED TEXTS & MATERIALS

- Deans, Thomas. *Writing and Community Action*. New York: Longman. 2003. Print.
- Lowe, Charles and Pavel Zemliansky, eds. *Writing Spaces*. West Lafayette: Parlor Press. 2010. Web. (PDFs on Blackboard)
- Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook: FSU Edition*. Boston: McGraw-Hill. 2013. Print.
- Frequent and reliable access to a computer, internet, and printer.
- A notebook & writing utensil of your choice.

## FIRST-YEAR COMPOSITION COURSE DROP POLICY

This course is NOT eligible to be dropped in accordance with the “Drop Policy” adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a First-Year Composition course unless there are extraordinary and extenuating circumstances utterly beyond the student's control (e.g.:death of a parent or sibling, illness requiring hospitalization, etc.). The Faculty Senate specifically eliminated First-Year Composition courses from the University Drop Policy because of the overriding requirement that First-Year Composition be completed during students' initial enrollment at FSU.

## COURSE REQUIREMENTS & POLICIES

- All of the formal written assignments below must be turned in to me in order to pass the course.
- **A minimum of 5 hours volunteered with an approved organization**
- Four projects, edited and polished
- Drafts and revisions of each of the four formal projects
- 15 Blackboard posts
- Two individual conferences—scheduled by you and your instructor, in lieu of class time, to work one-on-one on a draft, writing strategy, and to touch base on volunteer experiences.
- Thoughtful, active, and responsible participation and citizenship, including discussion, preparation for class, in-class informal writing

## VOLUNTEER SERVICE WITH APPROVED COMMUNITY ORGANIZATION

This course requires students to participate in at least 5 hours of volunteer service with an approved organization. Students will be provided with a list of organizations that have agreed to partner with the class during the semester. Students are welcome to engage in more hours of service if they so choose. It is impossible to complete the course assignments without volunteering at your organization. Each project is reliant on your involvement, experience, and unique expertise. If you do not wish to complete volunteer hours, please see Claire Smith or Dr. Deborah Coxwell-Teague to replace this course with another suitable course.

## EVALUATION

Active participation in class discussion, discussion boards, conferences, workshops, and preparedness in class all factor into this section. Drafts will be graded on completeness and potential—not on editing or other mechanical issues. Final papers will be graded on audience awareness, organization, coherence, supporting evidence, thorough analysis, and editing using rubrics we create together in class. All other written and oral work will be graded on meaning or content and appropriateness to the assignment.

Project 1: Placement Request & Related Assignments	15%	150
Project 2: Mini-Ethnography & Related Assignments	25%	250
Project 3: Media Campaign & Related Assignments	20%	200
Project 4: Collaborative Digital Project	15%	150
Blackboard Posts	15%	150
Participation	10%	100

ALL FORMAL PAPERS AND THEIR DRAFTS MUST BE COMPLETED AND TURNED IN TO EARN A PASSING GRADE IN THIS COURSE. What follows are brief explanations of each of the major projects. You will receive more information about these projects as the course progresses.

## PARTICIPATION

This course requires hands-on and active participation. This means adding to class discussion, being a thoughtful and careful workshop partner, and being courteous to your colleagues at all times. I understand that not all students are comfortable adding to class discussion on a regular basis, so I have attempted to make graded opportunities for other ways of contributing to class. In order to earn their participation grade, students will complete the following tasks:

## VOLUNTEER SERVICE CONTRACT (25 PERCENT)

After students have been placed with an organization, they will work with a supervisor at the organization to arrange a schedule and tasks. After making contact with the organization, students will prepare a contract to be signed by both the student and the coordinator to set the agenda for the volunteer work. The student will also be responsible for creating a time card or other time keeping document to share with the coordinator. More information about this assignment can be found in the attached assignment sheet.

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### CLASS BLOGGER (25 PERCENT)

Each student will sign up to be the “class blogger” for a particular day. The purpose of the classroom blogger is to record notes, summarize conversations, and narrate classroom action as best you can. You are invited to take photographs and video footage and use links or other multimedia in your blog entry. In essence, the class blogger is a reporter documenting classroom events. After your experience as class blogger, you will write a short reflection blog entry about your experience that answers the following questions: what aspects of the class did you focus on and why? If you chose to use other media, what did you use and why? How did occupying the role of “class blogger” change your perspective of the classroom? Class blogger accounts are due to the Blackboard Blog at midnight; Your reflection is due in the Journal tool at midnight.

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### WORKSHOP EVALUATIONS (25 PERCENT)

Student texts make up the bulk of the texts we’ll be looking at this semester and we’ll be spending lots of time responding to each other’s work. As such, workshop is a very important part of our class time. After workshops, each workshop member will be asked to evaluate the usefulness of their peers’ comments and attentiveness. Workshop grades will be averaged at the end of the semester to make up this portion of the grade.

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### SELF-EVALUATIONS (25 PERCENT)

I know not everyone likes to speak up in class, but participating in discussion is important so we can all learn for each other. If you’re uncomfortable or nervous about speaking in class, please let me know and I’ll try to find ways we can all be comfortably active in class. Twice during the semester, once at midterm and once at the end of the semester, you will be asked to evaluate your own performance in this class. You will be given the opportunity to propose a grade for your overall participation in the class at those times.

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### PROJECT 1: PLACEMENT REQUEST & RELATED ASSIGNMENTS

Before joining an organization, students will research two possible options for their placement from a list of approved organizations. In 4-6 double-spaced pages, students will provide basic background on the organizations they are interested in working with and a rationale for their work there, including, but not limited to, personal experience or investment in the cause and professional and academic interests in the organization. This paper will ask students to investigate their own preconceived notions of the organization, its work, and the populations served, as well as conduct some research on the organization, the communities/populations it serves, and its goals. I will meet with students individually for a conference to discuss the student’s goals, interests, and proposed organizations, as well as make the final placement decision.

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### PROJECT 2: MINI-ETHNOGRAPHY & RELATED ASSIGNMENTS

After becoming familiar with their organizations, students will begin a mini-ethnography research project. To complete the project, students will engage in primary research with the organizations by conducting interviews and on-site observations. Students will also engage in secondary research using library and database resources. During this assignment, students will be asked to demonstrate the work of the organization, how the organization responds to a local problem, but also how fits into a national or global contexts. Related assignments for this project include a research question prospectus and annotated bibliography to aid students through the drafting process. Conferences will be held after I have read the second draft of the project.

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### PROJECT 3: MEDIA CAMPAIGN & RELATED ASSIGNMENTS

Based on the research in project 2, students will work with their organizations to create a media campaign that benefits the organization. Students will work with organization partners to choose a purpose and audience for the campaign and compose in three genres, including but not limited to, letters, pamphlets, web sites, flyers, video, audio, and spoken word. This project will include a reflective memo wherein students explain their rationale for their genres, audience, and purpose, as well as detailing their

process in creating the materials. These materials will be shared with the community for possible use. All students will be required to visit the Digital Studio at least once while completing this project.

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## PROJECT 4: COLLABORATIVE DIGITAL PROJECT

The whole class will collaborate on the final project to share the work the class has completed over the semester. It's hard to say what it is just yet, because we haven't decided. Toward the end of the semester, we will work together to the audience, platform, and materials and work together to compose the final product. We will finish the class with a "launch" event, wherein the students will present the project. You can invite your friends and family to the event if you'd like. I'll be inviting our organization partners and English Department faculty and staff. We might even have food.

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## BLACKBOARD POSTS

Throughout class, students will be asked to complete several posts on Blackboard, including 6 private journal entries, 2 discussions, and 5 researcher journal entries. The researcher journal (5 entries) will facilitate the use of ethnographic field methods, such as providing interview transcripts and double-entry journals of observations, as well as provide students with a space to practice evaluating and synthesizing source material. Private journal entries will respond to readings, workshops, and other homework.

All Blackboard post prompts are available in the Journal and Discussion tools on Blackboard. A PDF of the prompts is available by request. Unless otherwise stipulated, all Blackboard posts are due before class the day after they are assigned. Late posts will not be graded.

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## IN-CLASS WRITING

Throughout the semester, we'll spend a lot of time writing in class as well as outside of class. Writing done in class won't be marked for a grade and, in fact, some of it may never be read by anyone but you. This writing is important, however, and you'll receive participation points just for doing it. This means that when I give you time to write, you're writing. Even if you write "I don't know what to write" on the page 50 times (and my guess is, if you start doing that, you'll think of something real quick).

## COURSE POLICIES

### ATTENDANCE

The First-Year Composition program maintains a strict attendance policy to which this course adheres: an excess of four absences in a Monday/Wednesday class is grounds for failure. You should always inform me, ahead of time when possible, when you will miss class. Save your absences for when you get sick or for family emergencies. Not showing up for a conference counts as an absence as well. Part of your grade is based on class participation—if you are not here you can't participate!

Please be on time and, if you are tardy, please be sure to check in with me after class. I take attendance at the beginning of class and, if you arrive after class has started, it is your responsibility to ensure that you are not mistakenly counted absent.

### CIVILITY

I absolutely will not tolerate the use of language or behavior that discriminates against any individual's gender, race, class, ethnicity, disability, religion, or sexual orientation. During this class, we will discuss many topics that students are very passionate about. If you sometimes feel inclined to joke about these topics, you will want to keep in mind that such jokes are rarely received lightly by everyone, and just because you may sit next to someone, you cannot possibly know where their lines are on all these topics. Thus, any comments, jokes, remarks, or quips that demean the worth of an individual will not be tolerated. If you break this policy, I may ask you to leave the classroom and count you absent. This policy also extends to all assignments on class blogs. If you should break this policy, I will request that your post be removed and you will receive a zero for the assignment.

This policy on civility also extends to your volunteer organizations. Please remember that you are a representative of Florida State University, the English Department, and this class during your participation with your organization. As such, you should be respectful of the organization and any individual affiliated with it. You are expected to abide by any policies or procedures put in place by your volunteer supervisor as well. If you are unable to be civil in these environments, you may be asked to leave the site.

Additionally, behavior that disrupts class is disrespectful and will not be tolerated. Disruptive behavior, including the use of cell phones, pagers or any other form of electronic communication during the class session (email, web-browsing), will not be tolerated. Although we have access to computers, the internet, and other gadgets, please refrain from using them or visiting Facebook, Twitter, or other off-topic web sites unless instructed to do so. Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility. Remember that you will send me an email that indicates you have read and understand this policy.

### LATE WORK, DRAFTS, REVISIONS, AND FINAL PAPERS

Major assignments will be accepted late for up to 10 days with a 10 percent penalty for each day after the due date. For example, a paper turned in one day late will receive, at most, 90%.

Journal entries, related assignments, and class blogger posts and reflections cannot be turned in late.

You'll need to make copies of your drafts and revisions (not final papers) before you come to class on days we workshop. The number of drafts needed will be provided to you prior to each workshop. I require that all drafts and revisions be typed (MLA format, 1-inch margins). You have access to a number of computer labs around campus, so if you don't have your own computer take advantage of one of FSU's. Final papers do not need covers or title pages.

All your written work must have your name, my name, and the date at the top of the first page. You will be responsible for some photocopying expenses for this class on occasion, in order to share your writing with your peers. You will often be required to share your work with your classmates so take care in what you choose to write about. Your writing for this class is nearly always public writing in the sense that others will be reading, hearing, and commenting on it.

Failure to turn in a rough draft to the instructor will result in a 10 percent deduction from the final grade. Similarly, failure to come prepared to peer review (on time, with copies for peers), will also result in a 10 percent deduction from the final grade.

### READING WRITING CENTER (RWC)

The Reading/Writing Center, located in Williams 222-C, is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Its clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others. The RWC serves mostly tutoring appointments; however, it also offers three different courses for credit that specifically target reading, undergraduate-level writing, and graduate-level writing. The tutors in the RWC, all graduate students in English with training and experience in teaching composition, use a process-centered approach to help students at any stage of writing: from generating ideas, to drafting, organizing, and revising. While the RWC does not provide editing or proofreading services, its tutors can help writers build their own editing and proofreading strategies. Our approach to tutoring is to help students grow as writers, readers, and critical thinkers by developing strategies for writing in a variety of situations. Visit the RWC website for hours and other information.

### STROZIER SATELLITE LOCATION

The Strozier location serves students where its most convenient for them and alongside the research and advising services the library offers. Hours vary by semester, but are updated on both the RWC website and the Strozier Library website at the start of each semester.

### DIGITAL STUDIO

The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. Tutors who staff the Digital Studio can help students brainstorm essay ideas, provide feedback on the content and design of a digital project, or facilitate collaboration for group projects and presentations. Students can use the Digital Studio to work on their own to complete class assignments or to improve overall capabilities in digital communication without a tutoring appointment if a work station is available. However, tutor availability and workspace are limited so appointments are recommended. To make an appointment visit the RWC web site.

## PLAGIARISM

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of First-Year Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: —Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own. A plagiarism education assignment that further explains this issue will be administered in all first-year writing courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

## GORDON RULE

In order to fulfill FSU’s Gordon Rule —W|| Designation (writing) credit, the student must earn a —C-|| or better in the course, and in order to receive a —C-|| or better in the course, the student must earn at least a —C-|| on the required writing assignments for the course. If the student does not earn a —C-|| or better on the required writing assignments for the course, the student will not earn an overall grade of —C-|| or better in the course, no matter how well the student performs in the remaining portion of the course. The University stipulates that students must write 7,000 words in ENC 1101 and 1102 (at least 3,500 words per course).

## ADA

Students with disabilities needing academic accommodations should in the first week of class 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request. Papers and

## GRADES

The university uses the following 4-point scale when calculating grade point averages:

A = 4.0 93-100%	C = 2.0 73-76%
A - = 3.75 90-92%	C- = 1.75 70-72%
B+ = 3.5 87-89%	D+ = 1.5 67-69%
B = 3.0 83-86%	D = 1.0 63-66%
B- = 2.75 80-82%	F = 0 0-62%
C+ = 2.5 77-79%	

You may calculate your grade at any time during the semester by dividing possible points by the number of points earned.

## COURSE SCHEDULE

This schedule is tentative. I reserve the right to make changes at any time. Students will be notified via FSU email and in class as soon as changes are made.

Introduction to Writing and Service-Learning	Week 1 8/26-8/30	(M) Welcome to Classes <i>Icebreakers, syllabus, 5 ideas you have about writing(what is it, how does it work, who can do it, when and where is it done?)</i> <b>Homework: Read <i>Writing and Community Action</i> pgs 1-24, complete Journal Response 1.</b>
		(W) Discussion: What Drives Writing? <i>Discussion of readings, revisit 5 ideas about writing, discuss process, writing for purpose and change</i> <b>Homework: Read <i>Writing and Community Action</i> pgs 253 – 263 &amp; “Backpacks vs Briefcases” (PDF on Blackboard), complete Journal Response 2.</b>

Writing About The Community	Week 2 9/2 – 9/6	(M) Labor Day, No Class  (W) Preparing for Community Outreach & Plagiarism Activity <i>Establishing keywords for classwork, introduce partnered organizations and assignment 1</i> <b>Homework: Begin Project 1, read <i>Writing and Community Action</i> pgs 64-67 and “Responding – Really Responding – To Other Students’ Writing” (PDF on Blackboard).</b>
	Week 3 9/9 – 9/13	(M) Assignment 1 Rough Draft Workshop <i>Discuss successful peer-review, use questions on 66-67 as guideline</i> <b>Homework: Work on Project 1, complete Journal Response 3, read “Reflective Writing and the Revision Process” (PDF on Blackboard).</b>  (W) Reflective Writing, Reflexive Process <i>Revisit keywords for definition of reflection, discuss role of reflection in learning, writing, and volunteer service.</i> <b>Homework: Complete Assignment 1 (Due 9/13 via Blackboard at 11:59 p.m.)</b>
	Week 4 9/16/9/20	(M) Conferences, No Class  (W) Conferences, No Class <b>Homework: Complete Journal Response 4, read <i>Writing and Community Action</i> pgs. 94 – 133.</b>
	Week 5 9/23-9/27	(M) What is a Community? <i>Introduce Project 2, invention for project 2</i> <b>Homework: Read <i>Writing and Community Action</i> pgs. 273 – 286 and draft Project 2 proposal.</b>  (W) How do We Write About Community? Due: Online Discussion; Researcher Journal 1 <b>Homework: Read <i>Writing and Community Action</i> pgs. 286 – 304.</b>
	Week 6 9/30 – 10/4	(M) How do We Research a Community? <b>Homework: Prepare a list of keywords and questions for researching your paper.</b>  (W) Library Research Day (Meet at Strozier Library Classroom) <b>Homework: Compile sources and begin drafting Project 2, read “Making Meaning – Your Own Meaning When You Read” (PDF on Blackboard)</b>
	Week 7 10/7 – 10/11	(M) Review of Key Words, Sharing Volunteer Experiences <b>Homework: work on Project 2 Draft</b>  (W) Workshop Project 2 First Draft <b>Homework: Read “Annoying Ways People Use Sources” (PDF on Blackboard), browse MLA section of <i>A Writer’s Reference</i>.</b>
	Week 8 10/14 – 10/18	(M) Source Integration & MLA Workshop <b>Homework: Work on Project 2 and read <i>Writing and Community Action</i> pgs. 318 – 337.</b>  (W) Due: Project 2 Rough Draft @ 11:59 pm Organization and Structure Workshop (Bring copy of draft to class) <b>Homework:</b>
	Week 9 10/22 – 10/26	(M) Conferences, No Class  (W) Conferences, No Class <b>Homework: Finish Project 2 &amp; Research Journal Entries</b>
	Week 10 10/28 – 11/1	(M) Rubric Building for Project 2 <b>Homework: Finish Project 2 and read “Navigating Genre” (PDF on Blackboard).</b>

		(W) Due: Project 2 Final Draft & Research Journal Entries @ 11:59 p.m. Introduction to Project 3 & Discussion of Genre, Conventions, and Audience <b>Homework: Read <i>Writing and Community Action</i> pgs. 338 -350.</b>
Writing With the Community	Week 11 11/4 – 11/8	(M) Invention for Project 3 <b>Homework: Project 3 proposal</b>  (W) Due: Project 3 Proposal <b>Homework: Work on project 3</b>
	Week 12 11/11 – 11/15	(M) No Class, Veteran’s Day  (W) <b>Work Day for Project 3</b> <b>Homework:</b>
	Week 13 11/18 – 11/22	(M) <b>Workshop for Project 3 &amp; Brainstorm for Project 4</b> <b>Homework:</b>  (W) No class, Thanksgiving Break
	Week 14 11/25 – 11/29	(M) <b>Getting Started on Project 4</b> Due: Project 3  (W) <b>Work on Project 4 (Meet in Strozier 107-A)</b>
	Week 15 12/2 – 12/6	(M) <b>Work on Project 4 (Meet in Strozier 107-A)</b>  (W) Launch Event and Presentations TBA
	Week 16 12/9 – 12/13	(W) <b>Project 4 Due</b>

## ASSIGNMENT SHEETS

Assignment sheets for all major assignments are attached to this document. Don’t panic. These documents are being provided to you now so that you can anticipate the work we will be doing throughout the semester. Please review them, but do not feel obligated to begin them early. I reserve the right to make changes to any of these documents at any time.

# PLACEMENT REQUEST

Points: 150

Workshop Date: 9/9

Due Date: 9/13 @ 11:59 p.m.

## REQUIREMENTS:

- 4 – 6 pages double-spaced
- One-inch margins all around
- MLA in-text citations and Works Cited page (Works Cited not counted in page count)
- Incorporates 2 – 4 sources
- Reflective process memo

## OBJECTIVES

- Students will expand their notions of “writing” and “text” and the diversity of writing acts in academic and nonacademic settings.
- Students will engage writing as a dynamic and fluid process and learn more about the ways in which they can become successful writers.
- Students will engage with non-profit organizations that benefit the Tallahassee community in order to appreciate and investigate the diversity of our local community.

## PURPOSE

Because we have a limited number of partnered organizations and I’d like to make this experience as personalized as possible, your first formal assignment is to draft a placement request for your volunteer service. Although five hours of service may seem like a lot, it’s a very small portion of your time. Many volunteers spend five or more hours a week with a single organization. Since we might not have that kind of time, it’s important that you’re able to jump into the organization with as much information as possible. As such, one of the goals for this assignment is to provide you with some background information on the organization you’ll be working with so you can hit the ground running.

## GETTING STARTED

First, you’ll need to pick two organizations from the attached list that you are most interested in working with. To cultivate your interest in the organizations, you’ll need to do a little research into the organizations, the community or communities the organizations serve, the purposes or missions of the organizations, and the community needs the organizations respond to. I’d also like for you to provide some information about what you expect the volunteer experience to be like, what you expect to do there, and who you expect to be helping or working with.

Second, in order to best place you, I’ll need to know a little bit about your interests as well. So, you’ll also need to provide a rationale for your interest in the organizations. Do you have past experience working with organizations like these? How was that experience? Have you or someone you know ever benefitted from organizations like these? Do you have special interest in these issues? Why? Does the work of the organization apply to your major or field of study? How? Feel free to share personal stories, experiences, reflections, or other “I”-focused writing.

Third, spend some time setting goals for yourself and your organization. This assignment sheet includes some goals and outcomes the organizations would like to accomplish, but I am interested to know your aspirations and how you would like to progress as a writer, student, and community member.

## STRUCTURE & ORGANIZATION

There's no specific structure for this paper. Mostly, the paper should reflect an open and inquisitive engagement with the organizations and issues surrounding them. So, the structure and organization of the paper are up to you. I would, however, like for you to attempt to break free of the five-paragraph essay format, which can be a bit dry and formulaic. This assignment invites you to draw from research, personal experience, and reflection, so be brave and be gutsy – take some risks.

## SOURCES & MLA DOCUMENTATION

This paper requires the use of sources. You may use the organizations' web sites as a starting point, and you might consider magazine or newspaper articles and government web sites as an additional source of information. Whatever you decide, make sure your sources are reliable and reputable. Avoid sources with anonymous authors or web sites that publish all articles (such as About.com or anything beginning with Wiki).

Although we haven't yet had time to discuss MLA documentation in class, it's important to start practicing and learning how it works. You will not be penalized for incorrect citations, but you will be penalized if you do not have any citations. This also is a great time to practice using signal phrases (such as "According to..." or "As the authors state...", etc.) and parenthetical citations. All sources included in the paper need to be cited both in text and in a Works Cited page at the end of the paper. Please refer to your *McGraw-Hill Handbook* or the OWL at Purdue web site for formatting.

## PROCESS MEMO

The process memo provides you with an opportunity to reflect on your writing process, the material you've encountered throughout the process, and the ways you approached the revision of this assignment. For this project, the process memo should be at least one full page, double-spaced. The reflection should address the following, in no particular order: how you got started and how you proceeded (did you outline? Just start writing? Did you read a lot first? did you read as you went?), changes you made based on peer or instructor feedback and why you made those changes, changes you did not make (even if someone told you to) and why you did not make those changes, challenges you faced with this assignment, and how the assignment made you think about the community, organizations, or issues the organizations respond to.

## APPROVED COMMUNITY ORGANIZATIONS

This list constitutes a brief profile of organizations that have agreed to partner with our class this semester. Take care to select organizations you're interested in working with, as well as those with dates, times, or requirements that work for your schedule. More specific information will be provided to you after you have been placed with an organization.

Some of these profiles include information on the kinds of publications, materials, or media the organization would like you to create as part of your service. Don't feel overwhelmed by this information. Because a media campaign is part of the course work, we'll spend time in class on these materials later in the semester. Too, the materials you put together will be submitted for a grade in this class. It's two birds with one stone, really.

## BIG BEND CARES

**Available Dates:** Flexible; Event scheduled for 10/12.

**What to expect:** To learn more about Big Bend Cares and what we do as well as how Big Bend Cares works with the community to raise money as well as provide for those infected with HIV/AIDS. Students will have the opportunity to engage in a variety of roles with the organization, including office operations, event planning, and event operations.

**Organization Goals:**

- To let more people in the community know about Big Bend Cares and the services that they provide. Not only does BBC provided support for those infected with HIV/AIDS but they also provide education and free HIV testing.
- For students to learn more about Big Bend Cares and what we do as well as how Big Bend Cares works with the community to raise money as well as provide for those infected with HIV/AIDS.

**Requirements:** Students only volunteering for the event or event prep work will not require any training. Any volunteer who works around clients will need a short orientation that focuses on the importance of confidentiality.

**Student interests:** Public health, education, advocacy

## THE BOYS AND GIRLS CLUB

**Available Dates:** Monday through Friday, 3:45 pm to 4:45 pm.

**What to Expect:** The overall vision of the Boys and Girls Club is helping all Club Members believing that they truly can do anything they desire. We don't want any of our members believing that their life path is already set for them. All staff and volunteers agree to help members overcome obstacles and inspire members to reach their full potential. Our mission is, "to inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens." Students who volunteer with The Boys and Girls Club will tutor students during Power Hour, a time set aside for students who need a little extra time finishing homework before they join in other enrichment activities. The Club is also looking for a media campaign that can help them share the work they do and their organizational statement with the larger Tallahassee community.

**Organization Goals:**

- Sharing what we do every day with the community. We want to raise awareness about us being in Tallahassee and to help the general public understand what exactly we do for our members.

**Other Requirements:** None.

**Student Interests:** Education, community outreach, advocacy, mentorship

## THE FAMILY TREE COMMUNITY CENTER ([HTTP://WWW.FAMILYTREECENTER.ORG/](http://www.familytreecenter.org/))

**Available Dates:** Wednesday and Thursday 6 pm to 9 pm; Saturday and Sunday 12 pm to 4 pm. Event dates: 10/4, 10/11, 11/1.

**What to Expect:** Because a major function of our organization is community outreach and visibility, to the extent possible, we would like each volunteer to spend an hour tabling our booth at a community event. Known opportunities for this include First Friday at Railroad Square October 4 or November 1 and the National Coming Out Day Gala on October 11. Other opportunities may arise. The Volunteer Coordinator and/or FTCC Board Member(s) will provide full supervision and assistance at these events.

All volunteers at FTCC may expect:

- To have their time used effectively;
- To receive clear guidance, support, and direction;
- To be kept informed of activities pertaining to their assignments;
- To receive appropriate orientation, training, and supervision;
- To be assigned jobs that all worthwhile and challenging;

- To be made aware of the overall operations of the Center;
- To be offered a variety of experiences, with the imposed time constraints of this program;
- To receive regular feedback;
- To have an opportunity to provide input into the volunteer program."

**Organization Goals:**

Students will:

- become aware of the function of an LGBT Community Center for the LGBT community and for the community-at-large;
- experience a minimum of 1 hour assisting at a community event such as First Friday or the NCOD Gala;
- complete (minimally) a draft of a tri-fold, poster, or single page information sheet on a topic relevant to LGBT History Month, National Coming Out Day, World AIDS Day, or Bullying Prevention Month. In addition, topics may be chosen in support of Domestic Violence Awareness or Breast Cancer Awareness Months, so long as the information is directed to an LGBT audience. FTCC maintains an extensive library that may be useful for completing these projects (students should certainly consider approaching this as a group project to facilitate a more complete end product);
- assist with routine operations at the Family Tree Community Center

**Other Requirements:** All volunteers will be given a brief orientation that includes a short history of the organization and the policies, procedures, and general expectations. A Volunteer Handbook is provided. The orientation generally takes no more than 20 minutes.

**Student Interests:** Education, community outreach, advocacy, human rights

**IT'S MEOW OR NEVER FOR FERALS INC ([WWW.ITSMEOWORNEVER.COM](http://WWW.ITSMEOWORNEVER.COM))**

**Available Dates:** Flexible; Determine with volunteer supervisor.

**What to Expect:** IMON’s mission is two-fold: to perform outreach and educational activities to better inform, advise, and assist caring citizens with trap-neuter-return (TNR) on our community's cats; to advocate for better ordinances and policies pertaining to community cats and their caretakers. IMON attends public events and fundraises in order to pay for sterilizations and vaccinations, as well as critical health care when necessary, for community cats; we loan traps for TNR.

**Organization Goals:** Students will take a lead role in planning and carrying out either a public event, a hands-on TNR project, or assisting in the design of a new marketing campaign for products sold to support IMON.

**Requirements:** Students must attend a 1.0 hour training session which will be scheduled on a weekday evening or a Saturday. Prior to the orientation, we require that students view the following 2 online videos: “Community Relations: How to Talk About Feral Cats” ( <http://www.alleycat.org/page.aspx?pid=700>) and “Trapping Cats: How to Trap an Entire Colony” (<http://www.alleycat.org/page.aspx?pid=555>)

**Student interests:** Animal health, animal rights advocacy, marketing

**MUSEUM OF FLORIDA HISTORY**

**Available Dates:** Flexible; Determine with volunteer supervisor.

**What to Expect:** Students will follow a self-guided orientation packet that includes reading about the Museum, Florida History, listening to the audio tour, and responding to questions. Then they will create a promotion for their friends, family, and community. Students will assist with designing a museum program or Scavenger Hunt that melds creative writing and the educational space of the museum.

**Organization Goals:**

- Students will learn about the Museum's mission, artifacts, exhibits, and programs in order to promote an event or assist with designing a program or Scavenger Hunt.
- Students will create a promotion for their friends, family, and community.

**Requirements:** Self-guided orientation included in service.

**Student Interests:** Education, museum curating, community outreach

**REFUGE HOUSE (THRIFT STORE LOCATION)**

**Available Dates:** Tuesday through Saturday from 10a-6p and Sunday from 12-4p

**What to Expect:** The mission of Refuge House is to provide direct services to victims of domestic violence and sexual assault, and to their children and families, as well as to eliminate such violence through community education and public advocacy. Students who work with this organization will volunteer in the Refuge House Thrift Store, an integral part of the organization's practice. The Thrift Store provides funds to run the organization as well as a shopping location for clients.

**Organization Goals:**

- Students will learn how significantly violence against women impacts every aspect of our community and larger society.
- Students will be introduced to the thrift store funding model for nonprofit organizations.

**Requirements:** None. Students who might be interested in long-term service or working with clients may discuss orientations options with coordinator.

**Student Interests:** Outreach, education, advocacy, anti-violence

**THE SHELTER**

**Available Dates:** Flexible. Volunteer shifts generally start at 4:45 pm or 6:30 pm.

**What to Expect:** The Shelter of Tallahassee feeds over 500 clients every day, and provides nighttime security to 220 clients and basic necessities to 150 clients daily. Student volunteers who work with The Shelter will assist with daily operations, including distribution of toiletry items, food, or other basic necessities. Volunteers may also assist in planning or publicizing guest speaker series.

**Organization Goals:**

- Students will better understand homelessness, its causes, and solutions for homelessness.
- Students will better understand the homeless community of Tallahassee and the resources available to the community.

**Student Interests:** Community outreach, public health and safety,

**TALLAHASSEE MUSEUM**

**Available Dates:** Event on 10/25 & 10/26; planning negotiated with supervisor; flexible.

**What to Expect:** Volunteers will assist in the planning of the Museum's largest on-site fundraiser, the annual Halloween Howl. This may include identifying donation suppliers, working with multiple departments in the development of a plan for each section of the museum during the event, considering the various demographics that we serve for the event, brainstorming and identifying manners in which to recruit the 500 volunteers necessary for the event.

Students must be available to volunteer on at least one of the two evenings of the event on 10/25 & 10/26.

**Organization Goals:**

- To have an enriching experience that incorporates hands-on, sometimes labor intensive work
- To be a part of a team
- To gain an understanding of the cultural history and natural science of the Big Bend region, and how that plays a role in our community today
- To work outdoors

**Student Interests:** Education, museum curating, community outreach

# VOLUNTEER SERVICE CONTRACT

Contract Due Date: 9/28

Timesheet Due Date: After completion of service hours (Service hours should be completed by 11/18)

## REQUIREMENTS

- 300-500 word service contract
- Timesheet/time keeping document

## OBJECTIVES

- Students will gain an understanding of rhetorical situation, audience, and genre in order to carefully and thoughtfully respond to a variety of writing tasks inside and outside of the academy.
- Students will engage with non-profit organizations that benefit the Tallahassee community in order to appreciate and investigate the diversity of our local community.

## PURPOSE

This assignment is designed to help you organize your volunteer hours as well as provide you with a way to track your hours. Remember, you are required to complete at least 5 hours of service, but you are welcome to complete more hours. Many of the organizations we are volunteering with have a need for more hours and may allow you to take on more challenging, interesting, and entertaining tasks the longer you stick around. This assignment will also help you and I touch base so I know when, where, and how you are planning to volunteer and how that might shape your experience in the course and your progression with other assignments.

## GETTING STARTED

To begin, you'll need to contact the organization you've been partnered with. I will provide this information to you after I have read and responded to placement requests. After you have contacted your coordinator to introduce yourself, your goals, and your availability, you'll decide what events, hours, or tasks would be best suited for your volunteer hours. Once you have completed the contract, please share it with your organizer, asking for recommendations for changes or additions.

## STRUCTURE & ORGANIZATION

There is no set structure for this contract or time card. Please feel free to experiment with visuals, layout, or other features that will help capture the work you would like to do with this organization. The contract should include the following:

- Tentative schedule of dates/times you will be volunteering with the organization
- Tentative tasks and activities you will complete or assist with.
- Goals you have for working with the organization (things you would like to learn, do, experience, create, etc.)
- Goals your coordinator has for your time at the organization

You may also include any other information you deem pertinent to the contract. The most important part of this contract is to be as clear and specific as possible, but remember that the contract is flexible. You might include a clause indicating that both you and the coordinator have the right to make changes to the contract as needed.

## TIPS FOR VOLUNTEERING

Many of these organizations are making special arrangements for our classes to work with them. Usually volunteers commit to a longer term engagement. Too, all of these organizations need volunteers in order to thrive. Please keep that in mind as you are working with them – they need and value your help, but have also made special arrangements to work with you. Please be respectful of their time and commitment.

You are welcome to schedule all five hours for a single special event or volunteer shift. I would, however, discourage you from doing so unless your organizer specifically requests you do so. Many of the organizations have events planned and your help will be very valuable during this time. You will, however, gain more valuable experience and information that can help you with the class projects if you can visit your organizations on different days and help with a variety of tasks. This will also help you see how the organization works over a more long-term, rather than just a short-term, basis.

In setting the agenda for your volunteer service, be as open and honest as possible. Let the organizer know what your strengths are or if you've done community service work before, what kinds of experience you can bring to the organization. If you are asked to complete a task that you are unable to complete (such as complicated web design, or lifting a box that's as big as you are), you may respectfully decline. If you are made exceedingly uncomfortable by a task, you might recommend a task you would feel more comfortable completing. There is a lot we can learn from discomfort, though, so please exercise your best discretion.

Be courteous and respectful. Be on time and don't be afraid to ask questions about where to go, what to do, or how to do it. I've personally met all of the coordinators you'll be working with and they are not only excited to meet you, but they are also very kind and understanding people.

If you become disruptive or counterproductive at your organization, the coordinator may ask you to leave and inform me of the difficulty. If you are removed from your organization because of disruptive or disrespectful behavior, you will not be paired with another organization and your grade may suffer considerably.

Lastly, please remember that you will be representing The Florida State University, our class, and your organization while you are volunteering. Please be mindful of how you are representing the values of each, as well as your own values, while you are participating in service.

If you are unable to reach a reasonable agreement with your organization, let me know as soon as possible.

# MINI-ETHNOGRAPHY

Points: 250

Draft 1 Workshop: 10/11

Draft 2 Workshop Draft to Instructor at Midnight: 10/18

Conference: 10/22 – 10/26

Final Draft: 11/1

## REQUIREMENTS

- 8-10 pages double spaced
- 6-8 sources (see additional requirements)
- MLA Formatting

## OBJECTIVES

- Students will gain an understanding of rhetorical situation, audience, and genre in order to carefully and thoughtfully respond to a variety of writing tasks inside and outside of the academy.
- Students will engage writing as a dynamic and fluid process and learn more about the ways in which they can become successful writers.
- Students will engage with non-profit organizations that benefit the Tallahassee community in order to appreciate and investigate the diversity of our local community.
- Students will practice evaluating, responding to, and integrating primary and secondary research in a variety of writing tasks.

## OVERVIEW

During this research project, we'll take a deeper look at the organizations you are working with, the populations and communities they serve, the services they provide, and their contributions to the Tallahassee area. This project, essentially a research paper, will also help acquaint you with the genre conventions of the academic research essay.

During this project you'll begin engaging in secondary and primary research and employing some ethnographic research methods in order to accurately and ethically represent your organization. This project will also be argumentative in nature, meaning it should attempt to persuade an audience to take action, support an initiative, or approach an issue in a different or new way. You'll use the work you do in this project to lay a foundation for your media campaign in Project 3.

## GETTING STARTED

Throughout this project, you'll complete a series of researcher journals that will help move you forward in the research process. Researching can be a difficult and time consuming process, so I've designed the entries as a space for you and me to enter into a dialogue to keep each other updated on how that process is progressing. The first journal entry asks you to do some freewriting to come to a workable research question to guide the project. This will help you locate and choose sources, but will also shape the way you observe at your location and the questions you ask in interview. Eventually, the research question will lead you to a protothesis that will guide you in drafting your paper.

You might find it useful to outline, map, or cluster this paper. You'll be dealing with a lot of information, both from readings and your experiences, and you'll need to keep track of everything and keep the thoughts well organized.

## STRUCTURE & ORGANIZATION

There is no set structure or organization for this paper, but it must include:

- A clear thesis statement
- Background information on your organization/social issue
- An exploration of how the organization/issue affects our local community

- An exploration of how the organization/issue fits into a national or global context
- An acknowledgement of opposing argument and respectful refutation of that argument

The paper should anticipate an intelligent, but unformed reader. You are welcome to incorporate visuals in this draft, but the final draft *must* be at least 8 *full* pages of *text*.

## YOUR POSITIONALITY AS A RESEARCHER

This project asks you to approach your organization and a topic of interest as a researcher. As we continue throughout the project, you will be responsible for maintaining a respectful and ethical relationship with your research participants (the people you interview, observe, etc.). You may have to make some ethical decisions (should you use a person's real name or a pseudonym?, for example) and you may find that some of these questions are difficult to answer. If you are struggling or have concerns, please feel free to ask me any questions you have about researching in your organization.

Too, you'll want to remember your positionality in this organization. For the most part, you are an outsider and may not have the same experiences as the people who work with the organization long-term or the organization's clients. Occasionally your work with the organization will be challenging or will require you to question certain assumptions you had about the community, organization, social issue, etc. It can be uncomfortable, but it's ok if that happens. It's called learning.

## SOURCES & MLA DOCUMENTATION

For this paper, you'll be using traditional library research methods as well as some ethnographic methods used by researchers in many social sciences. We'll talk more about these methods in class, as well as methods for finding sources through the library databases. For this paper, you are required to use the following:

- At least 1 interview with a person who works for or benefits from the organization
- At least 1 observational account of the organization, how it works, and what it does.
- 3 to 5 sources from academic journal articles, books, or book chapters.
- At least 2 reliable web sources (.gov, .edu, .org).

You may use non-Academic sources from the library or the internet in addition to the sources listed above at your own discretion. Those sources, however, should be reliable and accurate. Sources from sites such as Wikipedia, WikiHow, WikiAnswer, eHow or other platforms may not be reliable or suitable for this project.

All sources must be documented in-text and in a Works Cited page in MLA format.

## PROCESS MEMO

The process memo provides you with an opportunity to reflect on your writing process, the material you've encountered throughout the process, and the ways you approached the revision of this assignment. For this project, the process memo should be at least one full page, double-spaced. The reflection should address the following, in no particular order: how you got started and how you proceeded (did you outline? Just start writing? Did you read a lot first? did you read as you went?), changes you made based on peer or instructor feedback and why you made those changes, changes you did not make (even if someone told you to) and why you did not make those changes, challenges you faced with this assignment, and how the assignment made you think about the community, organizations, or issues the organizations respond to.

## RELATED ASSIGNMENTS

Researcher Journals 1-5 must be completed during this assignment. They are designed to help you scaffold the work of this project.

# MEDIA CAMPAIGN

Points: 200

Proposal Due: 11/8

Workshop Date: 11/18

Due Date: 11/25

## REQUIREMENTS

- Cohesive media campaign of 3 different media artifacts
- 6-8 page reflective essay

## OBJECTIVES

- Students will expand their notions of “writing” and “text” and the diversity of writing acts in academic and nonacademic settings and investigate the role of “text” and “writing” in enacting positive social change in community settings.
- Students will gain an understanding of rhetorical situation, audience, and genre in order to carefully and thoughtfully respond to a variety of writing tasks inside and outside of the academy.
- Students will engage writing as a dynamic and fluid process and learn more about the ways in which they can become successful writers.
- Students will engage with non-profit organizations that benefit the Tallahassee community in order to appreciate and investigate the diversity of our local community.
- Students will practice evaluating, responding to, and integrating primary and secondary research in a variety of writing tasks.

## PURPOSE

For this project, you’ll practice using a variety of genres in order to communicate with a very specific audience for a very specific goal. You’ll also gain experience working with different tools of composition, including text, image, video, audio, color, font, etc. Hopefully, this campaign will also be useful for circulation and help your organization reach its goals. I’ll say that again: this media campaign is intended to circulate or be used by your organization. Keep that in mind as you continue through the project.

This project will give you experience writing for a real audience and purpose outside of school. This translates to some practical experience using writing and composition in the outside world.

## GETTING STARTED ON THE MEDIA CAMPAIGN

Each of the media artifacts should be unified to reach the same audience for the same purpose. You might choose very different genres that enable you to share different messages and information, but you’ll want to make special choices and decisions based on who you want to encounter the information and what you want them to do with it.

Begin by asking your volunteer coordinator what kind of media campaign would be most useful to them. Are they looking for materials to use with clients? Materials to help train volunteers? Materials that reach other communities? Possible volunteers? People attending and event? Be as specific as possible about your audience. You would communicate very differently with a FSU student than you would with your grandmother.

After you’ve chosen a purpose and audience for your materials, you can start thinking about genres. You are welcome to choose any genre you’d like, but you’ll want to make sure it’s appropriate for your audience. For example, a YouTube video might be useful for spreading the word amongst young adults, but not be that useful in reaching retirees.

As you are choosing genres, be careful to choose ones that will be useful to the organization, but also practical for you to make. If an organization wants a new web site, you might be able to get one started, but you’ll also need to train someone to take over after you leave (or you’ll need to commit to it long term). Some organizations already have some publications that they send out regularly

(such as newsletters). If your organizer asks you to, you are welcome to write for these publications as well and use that writing for one genre in this assignment, but I would like you to also create something on your own.

To be clear: you'll need one media campaign, reaching one audience, for a specific purpose that appears in three genres.

Ideally, you'll also incorporate research from project 2 into this campaign. It will be up to you to decide what information is important to your audience and your purpose and how to include it.

## GETTING STARTED ON THE REFLECTIVE ESSAY

This reflective essay is not a research essay. This essay should provide me with a rationale for your media campaign. Why did you choose the audience? How did you establish the purpose? How did you choose which genres or media to work with? What affordances do each genre provide? What are the limitations? How did you adapt your writing style, word choice, etc., to meet the needs of the audience and to fit the conventions of the genre?

After you've provided a rationale for your choices, you'll also reflect on your composition process for the media campaign. What software did you use? How did you get started? What was easy? What was hard? What changes did you make based on feedback from classmates, coordinators, or Digital Studio tutors? What changes didn't you make? How have you begun to circulate the materials?

Because you'll be integrating research into your media campaign and there is not standard citation practice for things like videos, flyers, or pamphlets, you'll also want to discuss in your reflective essay how you integrated research while still providing documentation, attribution, or other credit for material borrowed from other sources.

## PROPOSAL

Before you begin, you'll complete a brief proposal that will serve as a jumping off point for this project and provide you and me with a space to dialogue about the project. This project should outline the audience you intend to target, a tentative purpose, and 3-5 genres you're interested in using to reach this audience. If you have questions or concerns about the genres you are adapting and their appropriateness, you may ask them in this proposal. This proposal should be about 500 words long. If you do not complete the proposal, your final grade for this project will be penalized 10 percent.

## PROGRESS REPORT

Instead of turning in a rough draft, you'll be asked to turn in a progress report for this project. I would like to see how the media campaign is developing, challenges you are encountering, and changes to audience, purpose, message, or genre that have come up since your proposal for the project. You may include a rough draft of any of the media in your campaign, but you are not required to. You may also include a rough draft of the reflective writing, but you are not required to. Submit any and all materials associated with this project that you would like to receive feedback on.

Ideally, this progress report should allow you and me to dialogue about the project and make a plan for moving forward. Whatever you include in this progress report, where appropriate, can be incorporated into your reflective essay. Ideally, you will submit at least 4 pages for my review and response.

## DIGITAL STUDIO

All students are required to visit the Digital Studio to work in part or in whole on this project. You may visit the DS at any time in your process (brainstorming, drafting, polishing, etc.), but you must visit at least once. Students who do not visit the studio will be penalized 10 percent of the final project grade. Please make an appointment early in your process in order to ensure you are able to meet with a tutor. You may also visit the Strozier Multimedia Services desk for assistance with video. Please make a slip with the date and time of your visit and have a tutor at either space sign to verify your visit.



**PERMISSION TO USE STUDENT WORK**

Instructor: Heather Lang, Florida State University  
ENC1145: Writing About Public Service and Community Action

Student name: \_\_\_\_\_ Date \_\_\_\_\_

I hereby grant my instructor permission to use my work listed above for the following purposes:  
(initial all for which permission is granted)

- |                                                    |                                                    |                                                       |
|----------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Classroom instruction     | <input type="checkbox"/> Professional presentation | <input type="checkbox"/> Curriculum writing           |
| <input type="checkbox"/> Print publication/article | <input type="checkbox"/> Online video channel      | <input type="checkbox"/> eBook/electronic publication |
| <input type="checkbox"/> Research                  | <input type="checkbox"/> Professional portfolio    | <input type="checkbox"/> Graduate course work         |

I understand I will still retain ownership and copyright to the item(s) and am free to use it for other purposes, both commercial and non-commercial in nature. I understand that my consent on this form will not in any way affect my grade. I understand that I can withdraw consent at any time during the course.

Initial one of the following:

- I would like my name removed from the work before being used
- I require I be credited with the creation of the work in all cases of use
- I would rather not have my instructor use my work for any purpose

\_\_\_\_\_

Student signature

\_\_\_\_\_

Date

**SYLLABUS CONTRACT**

Instructor: Heather Lang, Florida State University  
ENC1145: Writing About Public Service and Community Action

This syllabus and any additional policies your instructor has distributed in class or online constitute a contract between you and your instructor. By signing and dating below, you indicate that you have read and understand the course policies and requirements. Your signature indicates that you agree to abide by these policies and their implications.

University policies not mentioned in this document are covered in the FSU Handbook.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date