Types of Writing for Community Learning

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1. Academic Writing
2. Public Writing
3. Reflective Writing

Academic Writing

Academic Writing Genres Might Include:

- Annotated Bibliographies
- Reading Responses
- Analysis Papers
- Research Papers
- Research Posters

Combining Community Learning and Academic Writing

- Primary sources - qualitative and quantitative data from community-based research projects

- Secondary sources - locally-focused research like white papers, websites, informational brochures, or datasets from nearby organizations.

- Responses - analysis of readings can include discussion of community learning experiences

Poster Project in "Global Perspectives in Biodiversity and Conservation"
## Dr. Amber Pitt, Trinity College

Group Project & Poster Description
30% of your grade

Communication is key for disseminating science and inspiring conservation. Posters are commonly used to communicate science to scientific and general audiences. For example, scientists use research posters to communicate the results of their research at scientific conferences. Parks, museums, and zoos use interpretive posters to communicate information to the general population.

Effective posters: Effective posters are visually appealing, thus drawing in an audience. They are succinct so people will actually read them. They clearly relay the key information necessary for the audience to understand the issues and their implications. Check out the samples and their critiques provided by UT-Austin: https://ugs.utexas.edu/our/poster/samples

Poster project guidelines.

- Create a group of 5
- Each group will choose a current biodiversity issue & an associated conservation action to summarize in a poster
  - The conservation action must be a local action that your group will complete with a community partner in the greater Hartford area; Examples could be completing a river clean up to address habitat degradation of rivers or planting native plants to restore wildlife habitats in local green spaces
- You must submit your topic to Moodle for approval by the deadline specified in the schedule
- To facilitate the development of the poster, you will create an annotated bibliography of at least 10 sources that contain scientifically supported information about your topic; you must submit the annotated bibliography to Moodle by the deadline specified in the schedule
- The poster should answer the following questions:
  - What is the biodiversity issue?
  - What biome and ecosystems are involved?
  - What stakeholders are involved?
  - How will biodiversity and ecosystem services be impacted?
  - How are we, as people living in CT, contributing to and impacted by the biodiversity issue?
  - What, if anything, is being done to mitigate the effects on biodiversity?
  - What can we do to reduce our contribution to or mitigate the biodiversity issue?
  - What did you do for your associated action?
- In order to allow for feedback and revision, you must submit a polished draft of your poster to Moodle by the deadline specified in the schedule below; please do NOT print your poster draft
- The final printed poster is due to Moodle by the deadline specified in the schedule below
- You will present your poster during a poster session to which the broader Trinity College community and your community partners will be invited. Be prepared to verbally summarize your poster in an "elevator pitch" (a ~3 minute speech that presents the key points regarding your topic)
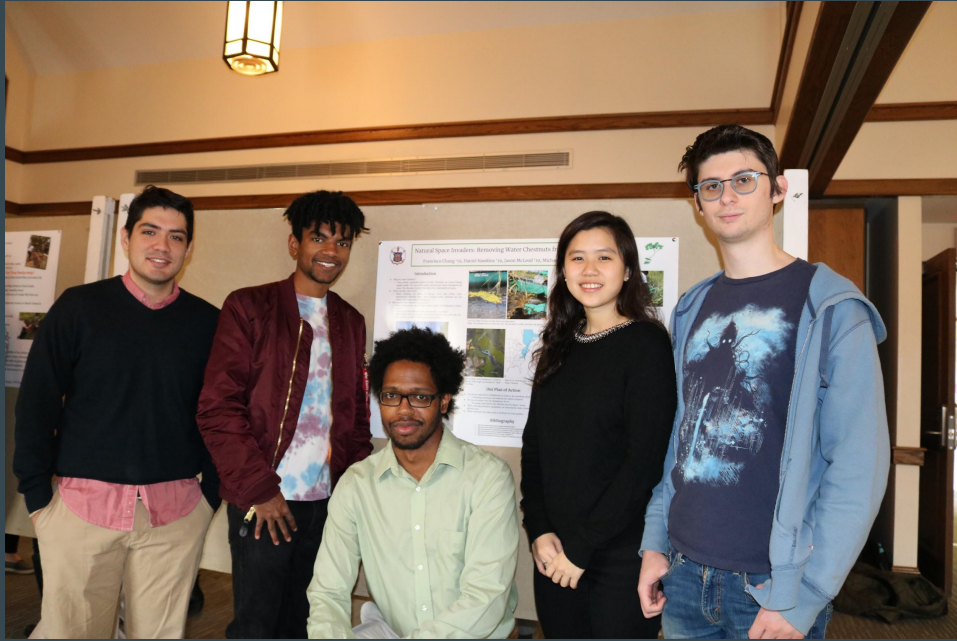
Public Writing

Public Writing Genres Might Include:

- Policy memos
- Fact sheets
- Presentations for or with community organizations
- Editorials
- Videos
- Blog posts
- Infographics or data visualizations

Incorporating Public Writing

- Shift volunteer-oriented community learning component to product-oriented

- Assignments that ask students to engage in writing for a public audience

Video Project in "Theories of Social Change"
Dr. Serena Laws, Trinity College

CACT 101
Community Partners Project

In your assigned groups you will visit community partner organizations, conduct video-recorded interviews on site, and film footage at the organization that will contribute to two assignments:

1) Theories of Change paper (individual) – due MON 10/30
2) Shareback video (group) – due WED 11/15, presented at dinner on THU 11/16 6:00pm

These assignments are described in detail below. For both you will be drawing from your interview and visits at your community partner organization. *Complete your interviews as soon as possible to allow plenty of time for analysis and editing.*

1) Theories of Change Paper – 5 pages double-spaced, *(due 10/30, in class)*

Based on your interview and your own research of your community partner, what is their underlying "theory of social change"? In answering your question, draw from the interview(s) you conducted, but also from the approaches outlined in the Myers-Lipton chapter. Provide direct quotes from the interview to illuminate points you are making and compare and contrast with the models discussed in Myers-Lipton. *Note: Though you are conducting interviews in groups, you will complete these papers individually*

2) Shareback videos *(final product due 11/15—presented at dinner Thursday 11/16 6pm)*

Each group will create a 1-minute "shareback" video for their community partner. The focus of the video will be determined by the community partner based on what is useful to them (some have already indicated a project they want to highlight; others will want a more general summary of what their organization does—discuss and confirm the focus of the video during your interview). Training and further discussion about shareback videos will be provided in class.

A summary schedule is provided below. All documents (the Group Contract, Release Form, Interview Protocol, etc.) will be posted on Moodle.

WED 10/11	Groups send emails to their organizations to set a time to interview
FRI 10/13	Group Contract filled out, signed, sent to me
10/15-10/26	Conduct interview with community partner during this period - *Find a time that works for all group members, community partner, and at least one mentor* - *Video equipment available from Prof. Hartline* - *Follow-up visits as needed* - *Signed RELEASE FORMS are required for everyone you talk to—and for each member of your group*
10/22-10/29	Go over DRAFT of paper with mentor at least once
MON 10/30, in class	Theories of Change paper due
TUE 11/7, 4pm	Draft #1 of shareback video due
MON 11/13, in class	Draft #2 of shareback video due—guest viewers will provide feedback in class
WED 11/15	Final shareback videos due
THU 11/16, 6-8pm	Dinner with Community Partners - presentation of final product

Reflective Writing

Questions to Consider

- What are your *goals* for this community learning component? What are you hoping students will learn?

- What are more specific *questions* you can ask that allow them to critically think through ways they have reached those goals?

- How can you include reflection opportunities *throughout* the semester that build toward a final writing assignment?

Multimodal Reflection in "Writing for Social Change"
Dr. Megan Faver Hartline, Trinity College

Reflection

Overview
To reflect (a little) on what you have learned and (primarily) on how you can use these skills and information in the future.

Purpose
The goal of this multimodal reflection is to think about aspects of the course you've found particularly useful, helpful, and interesting. Because you are creating your reflection in another genre, you will need to think about these goals and how to convey them through another medium.

As you think about the content of your reflection, consider:
- What are two or three "tools" you feel you've cultivated in this class? How might you imagine putting them to use in your other courses and/or in your professional life?
- What are two or three key ideas that you've retained from the class? What are these ideas? Are they strategies? Concepts? Were these from a reading? From class discussion? Why did these particular ideas stand out to you? Why are they important to you?
- How do you see yourself writing in the public interest? What are your plans for the rest of your undergraduate experience and your professional life? In what ways might you imagine writing in the public interest?

As you address these questions, be sure to include rich, explicit detail, including specific examples. From there, think about what medium you are interested in composing in and how it might relate to the content you plan to include in your reflection.

Requirements
This multimodal reflection should discuss 1) what you've learned in this class and 2) how you see yourself using that knowledge in the future. It could take any of the following shapes:
- A 2-3 minute video
- A 5-7 minute podcast
- A prezi/slideshow featuring at least 8 slides
- An infographic
- Another genre that you are interested in that you come talk to me about

Megan Faver Hartline, Associate Director of Community Learning, Trinity College
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Discussion Questions

In groups of 3 or 4, consider:

- What types of writing are happening on your campus now?

- What kinds of writing would you like to see on your campus in the future?

- How can you help encourage different types of writing on your campus?

Breakout Groups

See the back of your agenda for group numbers. In this group, go back to our three key questions from the beginning of the day and free writing:

- Present: How is writing used in community engagement contexts at your institution?

- Future: How would you like to see the role of writing expand?

- How to get there: What strategies are you interested in pursuing to achieve your goals for writing and community engagement?

Thank you for joining us!

Don't forget to check out http://commons.trincoll.edu/cli/workshop2018 for writing resources and slides from today

Please keep in touch!

- Community Learning at Trinity College: Megan Hartline (megan.hartline@trincoll.edu)
- Campus Compact Southern New England: Matt Farley (mfarley@compact.org)