

Unsustainable



*Re-imagining Community Literacy, Public Writing,
Service-Learning, and the University*

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Unsustainable Re Imagining Community Literacy Public Writing Service Learning And The University Cultural Studiespedagogyactivism

Rachael W. Shah



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Unsustainable Jessica Restaino, Laurie J. C. Cella, 2013 *Unsustainable Re imagining Community Literacy Public Writing Service Learning and the University* edited by Jessica Restaino and Laurie Cella explores short lived university community writing projects in an effort to rethink the long held gold standard of long term sustainability in community writing work Contributors examine their own efforts in order to provide alternate models for understanding assessing and enacting university community writing projects that for a range of reasons fall outside of traditional practice This collection considers what has become an increasingly unified call for praxis where scholar practitioners explore a specific project that fell short of theorized best practice sustainability in order to determine not only the nature of what remains how and why we might find value in a community based writing project that lacks long term sustainability for example but also how or why we might rethink redefine and reevaluate best practice ideals in the first place In so doing the contributors are at once responding to what has been an increasing acknowledgment in the field that for a variety of reasons many community based writing projects do not go as initially planned and also applying in praxis a framework for thinking about and studying such projects *Unsustainable* represents the kind of scholarly work that some of the most recognizable names in the field have been calling for over the past five years This book affirms that unpredictability is an indispensable factor in the field and argues that such unpredictability presents in fact demands a theoretical approach that takes these practical experiences as its base

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Community Literacy Journal 8.2 (Spring 2014) Michael Moore, 2014-10-19 COMMUNITY LITERACY JOURNAL 8 2
 Spring 2014 The journal understands community literacy as the domain for literacy work that exists outside of mainstream educational and work institutions It can be found in programs devoted to adult education early childhood education reading initiatives lifelong learning workplace literacy or work with marginalized populations but it can also be found in more informal ad hoc projects For COMMUNITY LITERACY JOURNAL literacy is defined as the realm where attention is paid not just to content or to knowledge but to the symbolic means by which it is represented and used Thus literacy makes reference not just to letters and to text but to other multimodal and technological representations as well We publish work that contributes to the field s emerging methodologies and research agendas CONTENTS ARTICLES Reframing the Argument Critical Service Learning and Community Centered Food Literacy by Veronica House Assembling for Agency Prisoners and College Students in a Life Writing Workshop by David Coogan Socializing Democracy The Community Literacy Pedagogy of Jane Addams by Rachael Wendler Investigating Adult Literacy Programs through Community Engagement Research A Case Study by Jaclyn M Wells Reading Under Cover of the Veil Oral and Textual Literacies in Antebellum America by Sandra Elaine Jones To Learn About Science Real Life Scientific Literacy Across Multicultural Communities by Adriana Briseno Garzon Victoria Purcell Gates and Kristen H Perry BOOK AND NEW MEDIA REVIEWS From the Book Review Editor s Desk by Jim Bowman Keyword Essay Community Management by Jennifer deWinter Unsustainable Re imaging Community Literacy Public Writing Service Learning and the University by Jessica Restaino and Laurie JC Cella eds reviewed by Jody A Briones Cultural Practices of Literacy Case Studies of Language Literacy Social Practice and Power by Victoria Purcell Gates ed reviewed by Kelly A Concannon Mannise Local Literacies Reading and Writing in One Community by David Barton and Mary Hamilton reviewed by Charlotte Brammer Literacy in the Digital Age 2nd edition by Richard W Burniske reviewed by Lilian Mina **Rewriting Partnerships** Rachael W. Shah, 2020-05-15 Winner of the IARSLCE 2021 Publication of the Year Award and the Coalition for Community Writing Outstanding Book Award Community members are rarely tapped for their insights on engaged teaching and research but without these perspectives it is difficult to create ethical and effective practices Rewriting Partnerships calls for a radical reorientation to the knowledges of community partners Emphasizing the voices of community members themselves the adult literacy learners secondary students and youth activists who work with college students the book introduces Critical Community Based Epistemologies a deeply practical approach to knowledge construction that centers the perspectives of marginalized participants Drawing on interviews with over eighty community members Rewriting Partnerships features community knowledges in three common types of community engaged learning youth working with college students in a writing exchange program nonprofit staff who serve as clients for student projects and community members who work with graduate students Interviewees from each type of partnership offer practical strategies for creating more ethical collaborations including how programs are built how projects are introduced to partners

and how graduate students are educated The book also explores three approaches to partnership design that create space for community voices at the structural level advisory boards participatory evaluation and community grading Immediately applicable to teachers researchers community partners and administrators involved in community engagement Rewriting Partnerships offers concrete strategies for creating more community responsive partnerships at the classroom level as well as at the level of program and research design But most provocatively the book challenges common assumptions about who can create knowledge about community based learning demonstrating that community partners have the potential to contribute significantly to community engagement scholarship and program decision making

Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement Isabel Baca, 2012-11-20 Service learning and Writing Paving the Way for Literacy(ies) through Community Engagement discusses service learning as a teaching and learning method and its integration with writing The various authors from different disciplines and institutions present service learning as a means of having students practice writing in real world settings and they show how relationship building and partnerships between higher education and diverse communities produce benefits for all involved the students faculty administrators and the communities themselves This volume demonstrates how writing instruction and or writing practice can complement community engagement and outreach at local national and international contexts Through different cross cultural contexts and academic disciplines the various authors explore reflection assessment internalization diversity and multiple literacies and their importance when integrating service learning in higher education and community literacy

Gravyland Stephen Parks, 2010-03-26 In Gravyland Parks chronicles the history of an urban university writing program and its attempt to develop politically progressive literacy partnerships with the surrounding community while having to work within and against a traditional educational and cultural landscape He details the experience of Temple University's New City Writing program from its beginning as a small institute with one program at a local public school to a multifaceted organization supported by large multiyear grants and establishing partnerships across the diverse neighborhoods of Philadelphia The author describes classrooms where the community takes a seat and becomes part of the conversation a conversation that readers of Gravyland share through the inclusion of a selection of passages produced by community writers published by New City Community Press While Parks celebrates classroom success in generating knowledge through dialogue with the larger community he also highlights many of the obstacles the organizers of the New City Writing program faced The author shows that writing alliances between universities and communities are possible but they must take into account the institutional economic and political pressures that accompany such partnerships Blending the theoretical and practical lessons learned Parks elucidates New City Writing's effort to offer a new model of education one in which the voice of the professor must share space with the voices of the community and one in which students come to understand that the right to sit in a classroom is the result not just of nationalist war but of peaceful civil disobedience of community struggles to

gain self recognition and of collective efforts to seek social justice Community Literacy and the Rhetoric of Local Publics
Elenore Long, 2008-03-22 Offering a comparative analysis of community literacy studies Community Literacy and the Rhetoric of Local Publics traces common values in diverse accounts of ordinary people going public Elenore Long offers a five point theoretical framework Used to review major community literacy projects that have emerged in recent years this local public framework uncovers profound differences with significant consequence within five formative perspectives 1 the guiding metaphor behind such projects 2 the context that defines a local public shaping what is an effective even possible performance 3 the tenor and affective register of the discourse 4 the literate practices that shape the discourse and most significantly 5 the nature of rhetorical invention or the generative process by which people in these accounts respond to exigencies such as getting around gatekeepers affirming identities and speaking out with others across difference

Transfer in an Urban Writing Ecology Christie Toth, 2022-10-05 This book combines student writing personal reflection and academic analysis to urge document and enact more transfer conducive writing ecologies It examines the last century of community college university relations in composition studies asserting that community college faculty have long been important but marginalized participants in disciplinary and professional spaces That marginalization perpetuates class and race based inequities in educational outcomes The book argues that countering such inequities requires reimagining our disciplinary relations both nationally and locally It presents findings from research into community college transfer student writing experiences at the University of Utah and narrates the first three years of program development with colleagues at SLCC discussing the emergent sometimes unexpected outcomes of our partnerships The book offers our experiences as an extended case study of how reimagining local disciplinary relations can challenge pervasive academic hierarchies counter structural inequities and expand educational opportunities for students **Community Literacy and the Rhetoric of Public Engagement** Linda Flower, 2008-07-24 Community Literacy and the Rhetoric of Public Engagement explores the critical practice of intercultural inquiry and rhetorical problem solving that encourages urban writers and college mentors alike to take literate action Author Linda Flower documents an innovative experiment in community literacy the Community Literacy Center in Pittsburgh and posits a powerful and distinctively rhetorical model of community engagement and pedagogy for both marginalized and privileged writers and speakers In addition she articulates a theory of local publics and explores the transformative potential of alternative discourses and counter public performances In presenting a comprehensive pedagogy for literate action the volume offers strategies for talking and collaborating across difference for conducting an intercultural inquiry that draws out situated knowledge and rival interpretations of shared problems and for writing and speaking to advocate for personal and public transformation Flower describes the competing scripts for social engagement empowerment public deliberation and agency that characterize the interdisciplinary debate over models of social engagement Extending the Community Literacy Center's initial vision of community literacy first published a decade

ago Community Literacy and the Rhetoric of Public Engagement makes an important contribution to theoretical conversations about the nature of the public sphere while providing practical instruction in how all people can speak publicly for values and visions of change Winner 2009 Rhetoric Society of America Book Award

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