ENG 335: Writing as Social Action
Spring 2026
Meets TR 11:10 AM-12:50 PM
LEWIS 330
4 Credit Hours

Instructor	Christine Wilson
Office hours	Fine Arts 322 TR: 9:45 a.m. – 11:00 p.m. and 2:45-4:00 Also available via appointment. See Calendly link on CANVAS.
Email	cwilson2@dom.edu

Catalog Description

This course explores writing as a form of social action, with a focus on how language and communication shape change. Students will engage with literary and nonliterary texts concerned with social transformation, while also studying key concepts such as issue development, change theory, building power, group dynamics, strategy and tactics, and campaign planning.

Using the United Nations Sustainable Development Goals, students will design and implement their own change campaigns—enacting a policy, practice, or initiative either on campus or within the wider community. Students will be required to complete off-campus service hours. This course counts for core requirements in Social Justice and Sustainability, Advanced Critical Reading, Writing, and Speaking, and Honors Explorations and Investigations. Prerequisite(s): CRWS 101 or CRWS 105 or equivalent, or honors program, or consent of instructor.

This course will satisfy the core area requirement in social justice and sustainability.
If in the North Star Core, this course will satisfy the core requirement in advanced CRWS. If in the Honors Core, this course will satisfy the EI core requirement.

Note A: For English majors, this course satisfies the Writing requirement for the Literature and Education tracks and one of the Professional Writing requirements for the Writing track. For Professional Writing minors, this course fulfills one of the Writing in Specific Genres and Contexts requirements.

Note B: For students in the Honors Program, this course counts as one of the two required Explorations and Investigations courses. Please see addendum for more on the Honors curriculum.

Course Note:

This course requires 15 off-campus community-based learning hours. CBL requirements will provide opportunities to engage directly with communities (all of students choosing), fostering connections that will inform and inspire their writing. Through this integration of action and reflection, the course will guide students in crafting impactful, purpose-driven texts that

advance the goals of advocacy, equity, and social transformation. In short, in order to create social change, one must learn what change they want to be a part of.

Course Goals

Through the reading and writing assignments in this course, you will strengthen your abilities to:

1. Discern, research, discuss, make informed decisions about, and take thoughtful and effective action on social issues;
   Core Competencies: Self-Development; Communication; Critical Thinking; Equity; Leadership; Professionalism

2. Collaborate with others to identify an overall strategy and specific tactics to take effective action on an issue or issues;
   Core Competencies: Teamwork, Communication; Critical Thinking; Equity; Leadership; Professionalism

3. Demonstrate effective writing skills by composing works in different genres for specific audiences;
   Core Competencies: Communication; Critical Thinking; Equity; Leadership; Professionalism, Technology

4. Analyze the value of literary and language study in meeting the needs of diverse professions and communities;
   Core Competencies: Communication; Critical Thinking; Equity; Leadership; Professionalism, Technology

5. Meet professional standards and expectations; and
   Core Competencies: Self-Development; Communication; Critical Thinking; Leadership; Professionalism

6. Reflect on your own knowledge/beliefs/attitudes/experiences related to the social issues with which we engage and reflect on your own learning in the course.
   Core Competencies: Self-Development; Communication; Critical Thinking; Equity; Leadership; Professionalism

Career Competencies Framework Applied to our Course Goals

"Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management ([NACE)](.").

1. **Career and Self Development:** Professionally advocate for oneself; Display curiosity; seek out opportunities to learn; Establish, maintain, and/or leverage relationships with people who can help one professionally

2. **Communication:** Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities; Employ active listening, persuasion, and influencing skills; Communicate in a clear and organized manner so that others can effectively understand.

3. **Critical Thinking**: Make decisions and solve problems using sound, inclusive reasoning and judgment; Gather and analyze information from a diverse set of sources and individuals to fully understand a problem; Proactively anticipate needs

and prioritize action steps; Accurately summarize and interpret data with an awareness of personal biases that may impact outcome; Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders; Multi-task well in a fast-paced environment.

4. **Equity and Inclusion:** Keep an open mind to diverse ideas and new ways of thinking; Demonstrate flexibility by adapting to diverse environments; Address systems of privilege that limit opportunities for members of historically marginalized communities.
5. **Leadership**: Serve as a role model to others by approaching tasks with confidence and a positive attitude; Motivate and inspire others by encouraging them and by building mutual trust; Plan, initiate, manage, complete and evaluate projects.
6. **Professionalism**: Be present and prepared; Show a high level of dedication toward doing a good job.
7. **Teamwork**: Listen carefully to others, taking time to understand and ask appropriate questions without interrupting
8. **Technology:** Navigate change and be open to learning new technologies; Identify appropriate technology for completing specific tasks

Text	Author	ISBN	Genre	How to access
Change! A Student Guide to Social Action	Scott Myers-Lipton	978-1-032-41802-5	Text Book	Perusall
Community Change in Action: A Roadmap for Students	Sarah L. Young, Carly L. Redding	9781032367750	Text Book	Perusall
What if We Get it Right? Visions of Climate Future	Ayana Elizabeth Johnson	0593229363	Environmentalism	Selected chapters on CANVAS
Writing Spaces	Various	N/A	Writing Electronic Text Book	https://writingspaces.org/writing-spaces-volume-5/ And PDF excerpts on Perusall
Business Writing For Everyone	Arley Cruthers	NA	Writing Electronic Text Book	https://kpu.pressbooks.pub/businesswriting/
From Thought to Action	Amy Aldridge Sandford	1516543386	Civics and Social Justice	Selected chapters on Perusall
Intersectional Environmentalist	Leah Thomas	0316279293	Environmental Science	Selected chapters on Perusall

Required Texts and Course Materials

How Your Course Grade Will Be Determined

Assignment	Genre	Deadline	% of Total Course Grade
Attendance + In Class Participation	NA	Rolling	10%
Perusall Notes + Journals	Reading Assessment	Rolling	20%
Unit One: Personal Portfolio Assignments	Editorial	Sunday, February 8	20%
Unit Two: Group Project Portfolio Assignments+ EXPO Presentation	NA	Rolling Wednesday, April 8	25%
Unit Three: Community Engagement Post	Social Media	Sunday, April 26	5%
15 Hours of Service-Learning and Final Reflection Speech	Community Based Learning/High-Impact Practice	Thursday, April 30	20%

Grading Scale:

A 93-100%	B- 80-82%	D 60-69%
A- 90-92%	C+ 78-79%	F 59% and below
B+ 88-89%	C 73-77%	
B 83-87%	C- 70-72%	

Expectations for time in and outside of class. This is a four-credit course, which means that you should plan to spend an average of twelve hours per week on this course alone. About three and a half of these hours will be spent in class; therefore, you should plan to devote between eight and nine hours working on our class assignments between class meetings.

CBL Requirement: In this course, *Writing as Social Action*, students will explore the power of writing to address community challenges and advocate for change. To write effectively toward solutions, students must first connect with a cause they care about, gaining insight into diverse viewpoints and the complexities of community issues. The service-learning requirement provides an opportunity to engage deeply with a social cause, fostering understanding and collaboration as a foundation for impactful writing

- Documentation: Students must log their 15 service hours and activities using DUImpact by Sunday, May 4.
- Reflection: Students are required to complete a final reflective speech assignment that connect their service experiences to course content.
- Students are expected to demonstrate professionalism, punctuality, and respect while engaging with community partners. Any concerns reported by community partners may impact the student's grade.

Summary of Course Units

- **Unit One (Weeks 1-5) Unit One: 'Incubation Phase'**: In this unit we will be working with our friends in at the Dominican Star and Rebecca Crown library. Students will learn to develop audience awareness and write about causes and experiences that are personal to them, through an op-ed and blog post. As these are shorter writing assignments, writers will be tasked with weekly drafts, then asked to submit all deliverables together in a final portfolio (of sorts). The final portfolio must include reflective memo on process (brainstorming, writing, revision, peer review, overall experience etc.).

- **Unit Two (Weeks 6-12) Unit Two: Group Project 'Launch Phase'** In this unit, our class will form into groups to coalesce and advance a handful of student-driven causes, from the previous incubation phrase unit. The end goal over these seven weeks will be to launch a change campaign, at the EXPO, to enact a policy, practice, or initiative on campus. Writers will be tasked with smaller group assignment projects, to help them prepare for the EXPO.

- **Unit Three (Weeks 13-15) Unit Three: 'Legacy Phase'** In this final unit, students will capitalize on all our learning by reflecting on their group's and potentially their own graduating, Dominican Legacy.

COURSE-SPECIFIC POLICIES

Basic Needs Policy As a fellow member of the Dominican University community, I want to recognize that you are a human first and a student second. As such, circumstances beyond your control may arise that conflict with the requirements of this class. If you ever find yourself without enough food to eat, not knowing where you're going to sleep at night, or in need of mental health services, please email me at cwilson2@dom.edu or visit my office hours.

An extensive list of critical care resources is also listed and updated on the Dominican University Student Care Network page. Students are encouraged to use our self-report tool and a member of the Student Care Team will reach out to you. Go to the Stars Assistance Link, and click Ask for Help: https://dom.pharos360.com/apps/student_launchpad.php

Late Work: Please know that if, during the semester, you face new physical or mental health concerns, added caregiving responsibilities, accessibility/technology issues, or any other concerns related to health or wellbeing, I am here for you and will work with you. I will assist you with learning strategies to help accomplish this course's requirements. I genuinely hope your semester is smooth and that you can always engage, but please email or call me with any concerns or obstacles should they arise.

That being said, students will not be able to submit work past each unit's respective end date Sunday, February 15, Sunday, April 12, and Sunday, April 26

Attendance Policy: If your attendance is influenced by hospitalization, family emergencies, religious holidays, or emotional difficulties please contact me as soon as possible. You are responsible for work missed on days you are absent. If you know you will be missing class, please e-mail as soon as possible cwilson@dom.edu. **PLEASE STAY HOME IF YOU ARE ILL.**

*If a student is absent, they are still responsible for answering the class discussion questions for credit. If nothing is submitted, student will earn a 0 for participation.
**If a student is absent on peer review days, students must email me within 24 hours with their respective work to earn participation credit and learn their feedback.

Extra Credit I support those that take the extra initiative to succeed. With that, I offer the following two extra credit opportunities. Ten points total can be earned throughout the term; points can be applied to final units (proactively), missed journals (retroactively). Know extra credit cannot be applied to the final group project.
1. Attend the writing center, 2 points.
2. Attend an additional office hours writing conference with me, 2 points.

Inclusive Pedagogy Dominican University supports an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design. An inclusive classroom provides a variety of materials to accurately represent various perspectives, a variety of ways for students to learn, and a variety of assessments to let students demonstrate their learning. (definitions taken from the Brown University Sheridan Center for Teaching and Learning and the University of Michigan Center for Research on Learning and Teaching).

==UNIVERSITY RESOURCES==
Academic Support Tutoring resources are available through the Academic Success Center, located in the Learning Commons on the main floor of Crown Library. Students at any level in their academic career can receive free tutoring assistance in the Academic Success Center. Professional and peer tutors are available to provide coaching and assistance to students in writing, mathematics, and a wide range of subjects across all disciplines. To view tutors' availability and make an appointment, please visit and register for the center's online scheduling system (https://dom.mywconline.com/). If you do not see a tutor available for a subject in which you are seeking support, please reach out to Jennifer Stockdale, jstockdale@dom.edu, Director of Academic Success, and she can help.

Wellness Center The Wellness Center offers a full range of health care services for all Dominican students, whether full time, part time, graduate, undergraduate, resident or commuter. The Wellness Center is on the lower level of Coughlin Hall, between the

fitness center and the Student Involvement Center. To use the elevator near our entrance, please call security or the Wellness Center at (708) 524-6229.

Rebecca Crown Library The Rebecca Crown Library offers many resources for students: print and online texts; access to databases for research; study spaces; online tutorials and research guides; archives, a recording studio, and an innovation lab; and much, much more. Please visit the library site: https://research.dom.edu/home for more information.

Academic Alerts Faculty and staff use academic alerts to communicate to students concerns about progress in a course. It's totally normal to receive an alert, and it is meant to start a conversation with your professor about how to be more successful. Alert messages are also sent to staff on our Student Care Team and your advisor.

What should you do if you get an alert?
- Read the concern and advice from the faculty member.
- Communicate with your faculty and the Student Care Team member who contact you. Be honest about what is happening in your life – if you have complicated circumstances or stress, share that.
- Follow through on the plan that you set up with faculty and/or Student Care Team member.

Self-Referrals. If you need support for anything, from academic issues to things going on at home, you can submit a Student Self-Report, and a member of the Student Care Team will reach out to you. Go to the StarsAssistance Link, and click "Ask for Help": https://dom.pharos360.com/apps/student_launchpad.php.

We offer support for basic needs like food and housing security and technology—as well as support for mental health, grief, caretaking, and more: https://www.dom.edu/student-life/sse/support-your-health/student-care-network.

Emergencies. Our Student Care Team can coordinate with your faculty advisor and professors to establish a cohesive support plan in the case of complicated circumstances, such as medical emergencies or caretaking responsibilities that hinder your ability to attend class or engage in your coursework. Please submit a self-referral in the case of such circumstances.

UNIVERSITY POLICIES
Requesting Accommodations for a Disability Dominican University is committed to creating a learning environment that is accessible and meets the needs of a diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. Students with a disability or who think they may have a disability should contact the ADA Office to inquire about accommodations or request a meeting with an ADA staff member.

ADA Staff will invite you to engage in an interactive conversation about the barriers you may experience, as well as your accommodation and accessibility needs, and will notify you

of any documentation that would be required to approve your accommodation request. Upon approval, you will receive a Letter of Approved Accommodations to share with your faculty members. Please contact Accommodations and Disability Access (ADA@dom.edu; Crown 126; www.dom.edu/ada) or login to Accommodate to begin the registration process.

Informing Faculty of Approved Accommodations. If you are approved for accommodations, please share your Letter of Approved Accommodations with me, as soon as possible, and we will arrange a time to talk about how your accommodations and accessibility needs can be met in this class. Given that accommodations are not retroactive and can only be provided after faculty receive the Letter of Approved Accommodations, I encourage you to share your letter within the first week of class, or as soon as you are approved for accommodations. I am happy to consult with ADA staff about your needs, and encourage you to consult them, as well, if you have any concerns about how your accommodations will be met in this class.

Academic Integrity As Dominican's *Student Handbook* explains, "[s]tudents of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Failure to maintain academic integrity will not be tolerated." Dominican University has a clear Academic Integrity Policy, which can be found in the RCAS Undergraduate Bulletin 2021-22 (click here for a link to the relevant section online: http://bulletin.dom.edu/content.php?catoid=16&navoid=2661#academic_integrity_policy. Be aware that sanctions for academic integrity violations may exceed a 0 on the assignment in question.

Academic dishonesty, including cheating on homework or tests and plagiarism in writing assignments, will not be tolerated. Ignorance of what constitutes plagiarism is not a legitimate defense of your actions; you are responsible for ensuring that all work you turn in contains only your own ideas and phrases. When you include someone else's ideas or words, you must properly cite your source. Please carefully review the policy and the definitions provided in the bulletin. We will discuss plagiarism throughout the semester, but if you have any questions about it, do not hesitate to see me to discuss the subject in more detail.

AI Policy: AI software is a resource, not a replacement. In that vein, content or text generating software, like ChatGPT, will not be allowed and be considered a violation of our aforementioned academic integrity policy.
- If a student chooses to violate this policy on a journal, the student will receive a 0.
- If a student chooses to violate this policy on a major project, and takes responsibility, the student will be given the option to rewrite their work for ½ credit.

- If a student chooses to violate this policy and does not take responsibility on a major project, a letter will be sent to the Chair of the Core Curriculum and Dean of Rosary College of Arts and Sciences for review.
- If one's primary language is one other than English, translating software or enhanced AI spellcheck programs, like Grammarly, can be used as a **resource** to better understand our course material and keep pace, grammatically, with their peers; basic grammar rules will not be covered in this course.
- In the end, this class is designed to support a writer's learning, beyond the page and understand how to influence human behavior—something AI will never be able to accomplish.

Lived First Name Policy/Form In support of our commitment to inclusion, students, faculty, and staff at Dominican University are provided with the option to identify themselves using a lived first name different than their legal first name within select university systems. To learn more about this policy and/or complete the form to pursue this option, please use this link: Lived First Name Form

Pronoun Policy/Form In support of our commitment to inclusion, students, faculty, and staff at Dominican University are provided with the option to identify their used pronouns within select university systems. To learn more about this policy and/or complete the form to pursue this option, please use this link: Pronoun Preference Form

Course Evaluation Near the end of the semester you will be asked to evaluate this course in an anonymous online form. Participating in the course evaluation is an important aspect of being a member of the Dominican community. We all, students and instructors alike, rely on feedback so that we might grow and improve. Dominican instructors are always looking for ways to improve student learning and we can't do it without your feedback and comments. Since the course evaluation is electronic, it can be completed at your convenience, outside of class. Although it is accessed using your Dominican username and password, all responses are submitted anonymously. Course instructors are not provided access to their course evaluation reports until after final course grades have been submitted to the Registrar's Office, so you should feel confident in providing candid feedback, knowing that your evaluation will not affect your course grade.

Bias Reporting Dominican University is committed to ensuring a just and humane campus wherein all community members have the capacity to thrive. The Office of Diversity, Equity and Inclusion (OEDI) works in partnership with community stakeholders to support the culture of equity and inclusion that is a critical part of the University's mission and identity. When the behavior of some community members challenge the well-being of others, the ODEI determines, to the extent possible, whether the University's policies related to Title IX and gender-based misconduct, ADA and disability, race, bias and other types of harassing conduct were violated. In addition, the OEDI ensures that university complies with federal, state, and local laws covering discrimination and gender-based misconduct. For more information and/or to file a report, please visit the Office of Diversity, Equity, and Inclusion website at www.dom.edu/diversity/initiatives/one-process

Responsible employees As an instructor, one of my responsibilities is to help create a safe learning environment in our class. We may encounter some texts or topics, though, that can be challenging to read, talk, and write about. I want all of my students to feel able to share information about their life experiences in our class discussions, in writing, and in individual meetings, but you should know that your work will be shared within the confines of our classroom, so there is a public element to the work we do together. We will aim to keep information private to the greatest extent possible. However, as a responsible employee, I am required to share information related to sexual misconduct and as a mandatory reporter, I must also share information about potential abuse of minors. I may also be unable to keep information about threats of harm to self or others private.

Course Schedule
!BEWARE! Any Schedule Changes Will be E-Mailed!

Unit One: Incubation Phase		
Week One	Tuesday, January 13 In Class: Syllabus Overview and Expectations Homework: 1. Perusall Reading and Notes 1.1 2. Write Journal 1	Thursday, January 15 In Class: Bring Two Samples of Op-Ed; Discussion Homework 1. Perusall Reading and Notes 1.2 2. Write Journal 2
Week Two	Tuesday, January 20 In Class: Discussion; Peer Review Brainstorming Workshop (Op-Ed) Homework 1. Journal 3	Thursday, January 22 In Class: Peer Review Writing Workshop (Op-Ed) and **Civic Learning Fair*** Homework: 1. Perusall Reading and Notes 2.2 2. Revise
Week Three	Tuesday, January 27 In Class: Peer Review Library Blog Post Brainstorming Workshop Homework: 1. Journal 4	Thursday, January 29 In Class: Peer Review Library Blog Post Writing Workshop Homework: 1.Perusall Reading and Notes 3.2 2. Revise
Week Four	Tuesday, February 3 In Class: 1:1 Conferences Homework: Watch and Write Journal 5	Thursday, February 5 In Class: 1:1 Conferences Homework: Revise
Week Five	Tuesday, February 10 In Class: Peer Review Op-Ed Revision Workshop	Thursday, February 12 In Class: Peer Review Library Blog Post Revision Workshop

	Homework: 1.Revise	Homework: 1. ==Submit Portfolio One, by Sunday, February 15==
Unit Two: Launch Phase		
Week Six	Tuesday, February 17 In Class: Discussion and Teamwork Homework: 1. Perusall Reading and Notes 6.1 2. Journal 6	Thursday, February 19 In Class: Discussion and Teamwork Homework: 1.Perusall Reading and Notes 6.2 2. ==Group Assignment One Due, Sunday February 22==
Week Seven	Tuesday, February 24 In Class: Discussion and Teamwork Homework: 1.Perusall Reading and Notes 7.1	Thursday, February 26 In Class: Discussion Homework: 1.Perusall Reading and Notes 7.2 2. Journal Seven (Midterm Check In)
Week Eight	Tuesday, March 3 In Class: Discussion and Teamwork Homework: 1. ==Group Assignment Two Due Wednesday, March 4==	Wednesday, March 5 In Class: Team Read-Outs Homework: 1. **Happy Spring Break!**
	Spring Break: Monday, March 9-Friday, March 13	
Week Nine	Tuesday, March 17 In Class: Discussion and Teamwork	Thursday, March 19 In Class: Discussion and Teamwork Homework: 1. Group Assignment Three Due, Sunday March 22
Week Ten	Tuesday, March 24 In Class: Discussion and Teamwork Homework:	Thursday, March 26 In Class: Discussion and Teamwork Homework: 1. ==Group Project Four Due, Sunday, March 29== 2. ==Submitting Final EXPO Board PDF/Final PowerPoint==
Week Eleven	Tuesday, March 31 In Class: Team Read Out	Thursday, April 2 No Class: Easter Break
Week Twelve	Tuesday, April 7 In Class: EXPO Prep	Thursday, April 9 In Class: EXPO Debrief

Unit Three: Community Engagement Phase		
Week Thirteen	Tuesday, April 14 In Class: Final Unit Overview Homework: 1.Draft	Thursday, April 16 In Class: Discussion
Week Fourteen	Tuesday, April 21 In Class: Discussion Homework: Draft	Thursday, April 23 In Class: Discussion Homework: Draft
Week Fifteen	Tuesday, April 28 In Class: Service-Learning Presentations	Thursday, April 30 In Class: Service-Learning Speeches