

Writing Curriculum on Civic Engagement

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About the Writing Curriculum on Civic Engagement: A Note to Teachers

Context

This two-unit curriculum was designed as a response to the tremendous challenges we are facing as a people. During the COVID-19 Pandemic, the wounds in our democracy have been exacerbated and revealed more than ever before, in both the functioning of our political system and the policies it espouses. In the First-Year Writing Program at California State University, Fresno, we experience and see how our students and communities have been affected by the systematic failures in our society. In a time of crises, we find it imperative to engage first-year writing students in conversations about civic engagement and democratic practices. As students learn foundational academic research and writing skills, it is important that they learn how to participate in a democratic system and engage with critical issues as an active citizen. Such academic and civic learning experiences would help prepare students to function not only as learners/writers in the university but also as responsible citizens, community members, and well-informed individuals living in a democracy with the power to make change.

In designing this curriculum, we are joining the **Write to Vote Project**, a nation-wide student writing initiative which will assist college students in writing and publishing original essays on topics related to voting rights. Inspired by the Write to Vote Project, we decided to develop a series of writing projects that will engage students in community-based research as well as bring in global perspectives on civic engagement and democratic practices.

How To Teach the Curriculum

This curriculum includes two projects in two genres: **a report** and **a research paper**. The two projects are sequenced in a way to scaffold students' learning process as they engage in curricular conversations about reading, writing, and research strategies as well as civic engagement and democratic practices from global perspectives. The learning goals for both projects align with the learning goals articulated in the First-Year Writing Program's template curricula. Teachers may use our recommended readings to supplement our adopted textbook. In the curriculum folder, you can find the following documents:

Project 1 Learning Goals;

Prompt for Writing Project 1;

Project 2 Learning Goals;

Prompt for Writing Project 2;

A Reading List;

Lesson Plan/Activity—"Shouting and Spouting";

Lesson Plan/Activity 2—"Entering a Conversation".

Unit 1 is designed to introduce students to the process of civic engagement and to get them to think critically about how democracy is defined, who it serves, and who it has not served. We believe it is important for students to look both inward and outward (beyond the U.S.) to learn what peoples in other cultures and societies have done to make their society a more equitable and healthier place to live in. This unit starts with a conversation about how "democracy" has been defined in the American tradition, complicates the notion "that government of the people, by the people, for the people" by examining how people/activists of color (e.g., Martin Luther King Jr., Malcolm X, Angela Davis, Grace Lee Boggs, and others) have redefined "democracy" in the

American context, and then expands students' horizons to global perspectives on democracy. In the first writing project, students will write a report on democratic practices in another country. They may focus on a particular civic engagement issue; their reading and writing should help them learn how people in another country/society elect/select leaders and how they go about making the government serve the majority of the people. Students will read, analyze, and synthesize primary and secondary sources about their chosen topic. They will also learn to make observations, contextualize and evaluate gathered information, and reflect on their research findings and writing processes. Providing students with the opportunity to reflect on how their research surprised them, for example, can be especially helpful as they pursue a line of inquiry and work through this new material. You may encourage students to redefine "democracy" in creative ways or ask them to articulate how they think what they have learned from their research may inform democratic practices in the U.S. and in their own communities.

Unit 2 builds directly off Unit 1 by asking students to conduct further research to learn more about civic engagement and democratic practices in a global context. They will be asked to compare how two countries approach one public policy issue, so they can see other possibilities beyond the U.S. framework. For example, they may look at how the central/or a local government in another country implemented a policy to lift people out of poverty, compare their practices with California's approach to poverty and homelessness, analyze the similarities and differences between the two approaches, and explain the implications of their research findings. At this point in the course, students should already be familiar with policies that interest them. We have included two lesson plans/activities "Shouting and Spouting" and "Entering a conversation" to help students identify a specific policy issue and ask grounded research

questions. Students will work with both primary and secondary sources; they will learn how to use research to provide a context for the issue under discussion and how to join an academic/civic conversation. In this project, students may take a position on their chosen policy issue, propose a possible solution, or issue a call to action.

A List of Readings

In the curriculum folder you can find a list of readings about civic engagement and democratic practices in different genres and modalities. We recognize that the concept of democracy has deep roots in the Western tradition. Political philosophers throughout history, from Plato to Hannah Arendt, have questioned, complicated, and redefined “democracy.” In the context of this curriculum, we selected a series of short multimodal texts by thinkers/activists in the American tradition and from other parts of the world. Some focus on providing students with different views and visions of and for democracy and civic engagement. Others point students toward youth activists to help them build connections to possibilities for their own voices. It is our hope that seeing the movements youth activists have created in the U.S. and globally can inspire students to be the change they want to see. You may draw from some of these readings to make your own list. Despite the limited space/time, we hope this curriculum will open new avenues of inquiry and exploration for first-year writing students and help them grow as engaged critical thinkers, writers, and citizens.

Project 1: Reporting Information about a Civic Engagement Issue—A Global Perspective

Learning Goals

Introduction

This project is aimed at introducing students to looking at global perspectives on civic engagement issues. Students should be able to, at the end of this project, conduct initial research to understand how people in other countries define and implement democracy in their political systems. In addition, students will learn to contextualize their research findings and make meaningful connections between the democratic practices in their chosen country's system and the socio-cultural issues they are interested in. Since this is the first project, students are not expected to become experts on their chosen country's political system, but rather show that they have used the project as an opportunity to learn about another country's political system, recognize some of the ways in which different democracies function outside of the United States, and understand civic engagement and democratic practices from pluralistic perspectives.

As they pursue this paper, students are asked to conduct the beginning phases of research. Through the project, students learn how to close read texts and use annotation strategies and deeper research to understand complex concepts. Students will also learn how to integrate their research into their report; specifically, they will learn and practice synthesizing, summarizing, paraphrasing, using appropriate quotations, and citing their sources. This project serves as a beginning phase for helping students situate their voices in conversation with others. The assignment introduces students to basic strategies to work with sources and report gathered information, which are key tools for future research projects.

Unit Outline

To couch the beginning of this unit in readings that will inspire and inform the students of their topics for the semester, they will spend the first three weeks of this unit reading works by civil servants and activists in the U.S. and other regions to gain an understanding of how the definitions of democracy and civic engagement have changed over time and space. In addition, students will watch multi-modal pieces about student activists from around the world to see why approaching these complex topics from different perspectives matters and is valuable. Students will keep reading journals and learn to annotate and summarize selected texts. As they engage with reading materials that have varying views about democracy and civic engagement through group and class discussions, they will learn to reflect on, analyze, and synthesize their chosen texts. These reading and writing activities will culminate in writing project 1, in which students will write a paper demonstrating their ability to compile research into a reflective report. The last two weeks will be devoted to writing workshops; students will learn how to give constructive peer feedback and how to use teacher and peer feedback to revise their drafts.

Learning Goals

- To be able to conduct library and online research, ask grounded research questions, and evaluate sources related to their chosen topics
- To read with a purpose; to learn how to annotate, paraphrase, quote, and summarize sources

- To be able to introduce a topic to their audience, identify an issue, and contextualize the issue through summary
- To be able to analyze and synthesize sources to make observations and articulate the “so what” of the gathered information
- To be able to develop a well-informed report and write for a non-expert audience
- To provide peer feedback; use both peer and teacher feedback to revise their writing
- To reflect on their writing processes and apply what they have learned in new writing situations

Writing Project 1: Reporting Information about a Civic Engagement Issue

Prompt for Writing Project 1: “Global Perspectives on Civic Engagement”

Description

In this unit, we have discussed how democratic practices differ across the globe. Many countries operate very differently than the U.S., as you have seen, depending on the needs, goals, and specific cultural traditions of their societies. Democracy can look very different in different countries and some systems might be more, or less, effective than others in how they serve their people. In our readings we have discussed how various political figures from presidents to civil

rights activists have defined and redefined Democracy over the decades in the U.S. context. A simple definition of a democracy is “a government by the people” – so, we should expect that a “living democracy” works for its people and is able to adapt to do so. We can examine and analyze living democracies by looking at if average citizens’ voices and views can be heard and considered in the decision-making process, if a political system serves the majority of its people, if average citizens are satisfied with their governments, what voting rights issues and barriers marginalized populations might face, or how a democracy has changed over the years to adapt to the shifts that naturally occur in society across time and space.

Tasks

For this project, you will conduct a synthesis on a topic about civic engagement from a global perspective. To do this, you will look at one aspect of the democratic practices in another country and learn about how that system functions. To narrow your scope, you might decide to focus on how the country selects leaders and how current leaders govern - how do they work for their citizens? You might decide to research data that discusses how satisfied citizens are with their governing system to help you find an angle to approach your analysis and synthesis. You may also give a brief overview of how the people in another society elect and select their leaders, how they address voting rights issues and discrepancies, or how their approach is informed by their cultural tradition, history, and lived experiences. You might also decide to imagine that you have been asked to create a democracy of your own and will need to gather research about democratic practices in other societies to understand how those democracies work and what approaches and policies work best in certain environments. Consider this project to be your first step in learning about people’s civic engagement in other countries, as well as their cultural, political, and social

structures. Keep in mind these questions as you explore: What does the society of that country do to redefine democracy? How is civic engagement enacted in a society? What should a society do to create a “living democracy”?

Here is a list (not exhaustive) of “democratic” countries you may consider exploring:

- Iceland
- Norway
- Sweden
- China
- Singapore
- Uruguay
- New Zealand
- Denmark
- Argentina
- Portugal

Keep in mind that your task is not to make an argument. In your synthesis and analysis, you are creating a report to provide information to an audience that might know little or nothing about the country’s democratic system that you choose.

As I read your paper, I will look for:

- 1) A summary and synthesis of source materials. You should use both primary and secondary sources such as scholarly articles, videos, podcasts, documentaries, and written texts to inform your understanding of your chosen topic.
- 2) Attention to context – you may want to pay close attention to the specific cultural traditions, histories, social issues, and environments that influence the democratic practices in your chosen country/society. Your report should demonstrate research that

shows you were able to craft connections between a civic engagement issue and the culture and social condition in your country/society of choice.

3) Reflection on how your country/society of choice is a “living democracy.” You might have been surprised by something you learned, or you might reflect on how something you learned could be useful to improving the U.S. political system. This is your opportunity to reflect on what you learned personally from your research and report, and how you might implement what you learned if you had the opportunity to do so. Remember that part of civic engagement is engaging with the discourse of your government and making the government serve the majority of the people.

Requirements

- 3-5 pages
- double-spaced, 12 point font, works cited.
- At least 3 sources
- Works cited should include sources from Henry Madden Library research databases, as well as from other sources you find, such as podcasts, forums, news articles, and other visual media. Sources that do not count include dictionary entries or Wikipedia pages.

Project 2: Researching a Public Policy Issue—A Global Perspective

Learning Goals

Introduction

Project 2 requires students to conduct deeper research than in their first project, which was a report of their findings. This project asks students to gain a more focalized understanding of global perspectives on a civic engagement issue, and be able to analyze and explain why this knowledge is important, both for themselves and for their audiences. The goal is to teach students how to conduct research on a particular topic, use relevant sources purposefully, articulate what they have learned in the process of inquiry, and join an academic/civic conversation about an important issue. This project will allow students to learn from people in other cultures and societies as they look for solutions to the pressing political, social, and cultural problems in the U.S. Ideally, the project will help students broaden their vision and become aware of diverse ways of living, selecting leaders, and participating in the decision-making process in different democratic systems in a global context.

This project further teaches students how to enter an academic/civic conversation about an important issue and how to effectively synthesize sources and position themselves in an ongoing conversation regarding a chosen topic. While students don't necessarily need to make an argument, they will be encouraged to make observations, draw conclusions, and propose solutions regarding their chosen topic. Students should conduct further research for this project, and should be able to demonstrate more advanced synthesis and contextualization skills.

Unit Outline

For unit 2, students will build off the work they did in unit 1 and will expand further on this work by researching a public policy issue from a global perspective. The first three weeks will be devoted to researching, reading, and summarizing the conversation about their chosen issue. Since students are investigating how the U.S. approaches a social policy issue in comparison with another country, they will read international authors and sources. They may begin this comparison by looking at how different news sites (from both the U.S. and other countries) present their ongoing social issues. Students will choose a policy issue they care about and conduct an inquiry into how another country has dealt with the issue. They will keep research journals, formulate research questions, and summarize/synthesize the conversation about the issue. Students will use what they have learned from researching another country's democratic practices to inform their understanding of the chosen policy issue. Through assignments such as research journals, a research proposal, an annotated bibliography, and in-class invention activities (e.g., the shouting and spouting activity), students will learn to make observations, compare and analyze different approaches to the same policy issue, and articulate the significance of their research findings. The second unit will culminate with more engaged large and small group writing workshops to help refine the skills they learned in the first unit.

Learning Goals

- To be able to read for the purpose of research; learn how to evaluate sources, recognize the biases of sources, and make connections between sources

- To conduct focalized research and use sources to contextualize the issue under discussion
- To be able to enter a conversation by engaging with what others have spoken about an issue and situating their own statements in the on-going conversation
- To explore and ask questions about an issue; analyze and synthesize gathered evidence (e.g., statistics, examples, quotes, ...) to articulate its significance; be able to explain the “so what” of their research findings
- To be able to make observations, propose solutions, and develop their own original thoughts and claims with evidence and explanations
- To have an awareness of audience and present information in a reader-friendly manner
- To provide constructive peer feedback and implement peer and teacher feedback effectively in revisions
- To reflect on their own writing processes and apply what they have learned to new writing situations

Writing Project 2: Researching a Public Policy Issue (Continuing Global Perspectives)

Prompt for Writing Project 2: “Comparing Democratic Practices in Two Systems”

Description

In your previous project, you researched and reported about a specific civic engagement issue of your concern in another country. In Project 2, you will build on what you learned in your first project by continuing to research and enter conversations on civic engagement discourses. Keeping what you learned in mind, in this project you will craft a research paper in which you 1.) research a social policy issue, and 2), compare how the United States and another country of your choosing approach solutions to the topic. You may continue working with the country you chose in your first project, if you wish, or you may learn about a new one, depending on the relevancy of your social policy issue in certain countries.

As you approach this project, you may ask yourself the following questions: Who does the democracy/political system you are researching serve? Who is left out in the system? Why? What has been done by the government to address the important issues concerned by the people in that society/political system? Think about the legislation, community programs at different levels, funding, and education that have gone into this policy issue. How are average citizens involved in the process of making decisions about policies affecting their lives? Below is a non-exhaustive list of potential topics you might consider:

You may focus on a policy or issue and research how the countries differ in their approaches. Some policies you might focus on are:

- Food security
- Housing issues/insecurity
- Environmental injustices that affect marginalized communities
- Access to healthcare facilities

- Economic injustices that affect public services such as public transportation, medical centers, public schools and universities
- Widespread social problems such as gun violence or hate crimes
- Voting barriers depending on gender, race, religion, nationality, or sexuality

Here are also some possible sites for looking at a specific issue. You may find other similar sites of statistics to inform your projects, as these are just a couple examples of policy issues you might pursue further:

<https://www.pewresearch.org/global/2018/10/17/international-political-engagement/>

<https://www.unep.org/interactives/beat-plastic-pollution/>

https://www.representwomen.org/global_representation

Keep in mind that while your first project was a report, this is a research paper – you still do not necessarily need to make an argument, but you are now beginning to “enter the conversation” about a specific issue related to your chosen topic. As you consider the differences between the democratic practices in the U.S. versus another country, you should be thinking about reasons behind these differences and be able to articulate them in your own words. What does your research show, and why is it important for your audience to consider the observations you have made?

As I read your paper, I will look for how you:

- 1) Conduct research on a focused topic, make observations about your gathered sources, draw conclusions based on the evidence you have found, and make a statement about your findings

- 2) Synthesize sources and contextualize your chosen policy issue in the larger conversation so you can develop an interpretation of your own sources
- 3) Provide evidence and contextual information that demonstrates the differences and similarities between the democratic practices on a policy issue in your chosen countries
- 4) Enter the conversation and articulate why your research findings are important to your intended audience

Requirements

- 4-6 pages
- double-spaced, 12 point font, works cited (MLA format).
- At least 4 sources, consisting of peer-reviewed articles, .gov or .edu websites, and multi-modal works such as podcasts, forums, interviews, videos, documentaries, etc.
- Works cited should include sources from Henry Madden Library research databases, as well as from other sources you find, such as podcasts, forums, news articles, and other visual media. Sources that do not count include dictionary entries or Wikipedia pages.

Lesson Plan/Activity – Unit 1 or Unit 2

Shouting and Spouting Game for Civic Engagement:

Note for Teachers: The main goal of the shouting and spouting game lesson plan is to give students the opportunity to define more closely what their topics of interest are so far from the

unit. Depending on the readings used in the unit, the phrases you provide students can change to center around what they have read/learned and may be catered more closely to any other changes you have made to the unit. This may be done in Unit 1 or 2, depending on how you change the shouting phases you provide students.

Start of Class: Begin the start of class with any scaffolding needed. You might ask students to do a private write at the start of class on a focused question that closely aligns with the statements you plan to use in the shouting part of the game, so that they have something to work off. You might also ask students to get into groups and discuss what has interested them most so far in the unit, or what topic they wish to learn more about or explore further. You may also take some time to show some of the videos we have provided for unit reading.

Shouting Phase (10 minutes): Ask students to take notes for this section of the game. You might wish to give an example if the students haven't played this game before, but your script can go something like this:

“ I will shout out a series of phrases and will ask you to “shout out” phrases to complete them. These phrases are intended to shed light on civic engagement issues that are important to you and your peers, especially issues that we have learned about so far in this unit. Do not worry about taking thorough notes, but instead, jot down any that stand out to you. That might be your ideas, or some ideas of your peers. I will also take notes on the board/digitally of any recurring phrases I hear.”

- Set up the rhetorical equation for them to fill in. For example, you can ask them to answer specific questions. Such as:
- As a _____ (student, community member, voter, young adult, male/female/non-binary person, parent/other applicable identities) followed by...
- You might ask them to consider their identity and positioning and fill in the gaps from their own personal lists, so that you do not need to limit them yourself. You may also just ask them to consider themselves as members of a democracy, voters, a learner/participator in civic engagement, etc.
- Here is a list of beginning phrases you can use or alter to best fit the needs of your unit:

“I want to learn more about how (insert country here) helps with...

“A culture I want to learn more about is...

“I'd like to learn more about how (insert country here) decides...

“It frustrates me when someone doesn't have access to...”

“I am concerned about...”

“I am interested in...”

“So far, the topic that made me feel the most intrigued/angry/engaged was...”

“If I were a government leader, I would want to focus on/change...”

“I believe elected officials should serve...”

“Something I am not too sure about is...”

“I want to learn more about how the government decides...”

- Depending on which unit you use this lesson for, you can help guide students if their topics are too large, narrow, etc. You might offer potential rephrases or write down difficult topics and talk about them as a class later.
- If students are quiet, ask them to come up with a few statements instead, and see if they can fill them out on their own and then read them out loud.
-

Spouting phase (10 minutes): This portion of the game asks students to do some reflection on the shouting part of the game. Students may use this time to refine and reflect on why a topic interested them during that portion of the game. This would be a good time to do some clarifications if you feel you need to, or answer questions if students have them. After giving them some time to write, you can either allow them to keep it to themselves should they need further work on refining, or you may give them the option to share to the class, in partners, or in groups, depending on time.

“Pick one of the topics you identified or that stood out to you and do a private write on why this topic stood out to you. Think about why this was an emotional response for you, or what you know so far about the topic you wish to learn more about. Why is it of interest to you? What do you hope to learn, or why do you think this topic is important to further explore? If it is an issue you wish to explore, clarify the issue and what you think are potential solutions/ways in which the issue can be explored. If you are curious about a specific culture, write what you already know about it. Do this for 3-4 of your shouting phrases.”

“Now that you have looked over your shouting phrases and written about them, try and compile them into one potential field of exploration. Maybe you would like to learn more about a Latin country and are curious about policies regarding environmental injustice. You can combine these two to explore how a Latin country is currently enacting policies regarding climate change, or even how a Latin country is addressing issues such as water pollution for its citizens. See if you can find ways to bring your most passionate topics together cohesively. This will be the beginning of your research question.”

End of Class: You may take this time to end class however best suits your course’s structure/needs. You might give students time to write more and then share, or you might put students in groups that share similar topic ideas if time permits. You may also ask students to write down for you what their potential topic is (let them know telling you doesn’t lock it in, it’s just a way for you to gauge where they are) if you feel like you would like to be aware of where

students might need more refinement/what topics appear most popular. This might help you further refine the prompt when you give it to the students.

References

This lesson plan/activity is adapted from a lesson plan created by Josh Geist in the *CSUF Sourcebook for Writing Teachers*, written and edited by the Rhetoric and Writing Studies Program at California State University, Fresno.

Lesson Plan/Activity 2 – Unit 2

Entering a Conversation Group Activity – Conversation Metaphor

Note: The purpose of this activity is to help students visualize through an activity what it is like to enter a conversation, which prepares them for prompt 2.

This activity utilizes Kenneth Burke’s “Unending Conversation Metaphor”, which goes as follows: “Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress” (Burke 110-11)

You can rephrase this however you’d like, but the idea is to help students recognize that entering a conversation doesn’t mean they have to be experts on a topic, or that they need to read everything there is to know about a topic. They can gain enough information through current ongoing conversations to make informed opinions of their own. This also helps them see how one of their peers (or themselves) can become “an expert” on a topic if they remain in a conversation long enough. They can easily go from being a new person in the group to being the

one leading the conversation. Students also don't need to necessarily make an argument – they can also be the person in the conversation that informs others, restates past opinions, or uses their own knowledges to combine with other statements they have heard. You may use this close to the time that you plan on introducing prompt 2, as that prompt asks students to engage further with entering a conversation.

Lesson Plan

Housekeeping (5 mins): Use this time for attendance, announcements, etc. You may also use the class period before to assign students a series of videos (provided in our potential reading list) or some of your choosing so that they are freshly familiar with the materials you will use in class. This five minutes can be used to watch those videos, if the students haven't had the chance to yet.

Entering a Conversation Group Work (20-45 minutes): Plan to make groups of four students, depending on class size. Have prepared four separate areas, each area assigned to one topic. These topics may vary depending on homework assignments and readings you have chosen, but they should be topics that offer nuanced conversations on a particular subject that allow students to have an in depth conversation about the subject matter. These should be things they might already have prior knowledge about or that interest them, or that are important to their communities. At this point in the class, students might have already discussed what their interests are, so this group work can be catered to those interests. This activity can also be used to peer review topics you see happening in previous papers that students might wish to use for their next paper. However, you may use these social policy topics as well:

- 1.) Student homelessness/student poverty (students in college facing food and housing insecurity)
- 2.) Lack of healthy food options in low-income neighborhoods (food deserts)
- 3.) Gender equity in the workplace (equal pay, job options/representation, gender differences in benefits such as maternity/paternity leave)
- 4.) Environmental pollution/injustice (access to clean drinking water, air pollution)

Once students are in their groups and are assigned a topic, ask them to begin their conversations about the topic. They may share what they know about it, previous opinions, interesting facts, thoughts, etc. After about 5-8 minutes depending on the rate of conversation (you want to ask them to stop just as conversation seems to be getting particularly vigorous), stop the groups, and have one person from each group move to the next table.

“For the group members that didn't move, continue your conversations as if the last person never left. For the person that just joined the group, try and pick up on what the current conversation is, and when you feel comfortable, begin to join in.”

The next time you stop the group, ask another person to move from their original group, and so on and so forth.

Continue this until almost all members of the groups have moved at least once. If this isn't possible in your time restraint, that is okay. You can ask students that did move about their experiences, and students that didn't move how it was to watch the other students come and go and join the ongoing conversation.

Wrap up: You'll want to have time to give students an opportunity to reflect on their experiences. Ask students what it was like to join the conversation. Was it hard for them to jump in the middle of the conversations? About how much information did it take for them to be able to give an informed opinion to talk with their new group? How was it moving on from conversation to conversation, or for those that joined one round and stayed behind the next, how was it to continue the convo?

You can give students the wrap up time to write about their experiences and ask them to consider how this will help them prepare for research papers. You may also ask them if they have any questions about entering a conversation, or anything that is still "fuzzy".

References

Burke, Kenneth. *The Philosophy of Literary Form*. Berkeley: University of California Press, 1941.

This lesson plan is adapted from the *CSUF Sourcebook for Writing Teachers*, written and edited by the Rhetoric and Writing Studies Program at California State University, Fresno.

A List of Readings

Books

The Gardens of Democracy: A New American Story of Citizenship, the Economy, and the Role of Government - Eric Liu and Nick Hanauer

Soul of a Citizen - Living with Conviction in Challenging Times - Paul Loeb

Speeches

“The Gettysburg Address” - Abraham Lincoln

“The Three Evils of Society” - Martin Luther King Jr.

<https://www.nwesd.org/ed-talks/equity/the-three-evils-of-society-address-martin-luther-king-jr/>

“The Ballot or the Bullet” - Malcolm X

“The Crisis of Democracy” - Kofi Annan

Activist Angela Davis at the 2017 March on Washington

<https://www.youtube.com/watch?v=bSGPGNJpaE0>

Dolores Huerta’s Speech at the National Farm Workers Association March on April 10, 1966

<https://awpc.cattcenter.iastate.edu/2017/03/09/nfwa-march-and-rally-april-10-1966/>

Youth Activism: Activating Your Voice | Hannah Testa

[Youth Activism: Activating Your Voice | Hannah Testa | TEDxAlpharettaWomen](#)

Youth movement aimed at stopping climate change and bringing awareness across the U.S.

<https://www.sunrisemovement.org/>

Women led grassroots organization aimed at promoting an end to militarism and redirecting military funding toward healthcare and public wellness initiatives

<https://www.codepink.org/>

Articles and Letters

“Letter from a Birmingham Jail” - Martin Luther King Jr.

“These Are The Times That Grow Our Souls” –Grace Lee Boggs

https://animatingdemocracy.org/sites/default/files/documents/reading_room/Grace_Lee_Boggs_Grow_Our_Souls.pdf

A letter that a student named Julianne Downing wrote and published in University of Notre Dame's student newspaper, *The Observer*.

<https://ndsmcobserver.com/2022/04/publish-your-writing/>

What Voting Rights Look Like in Six Countries around the World

<https://www.globalcitizen.org/en/content/voting-rights-around-the-world/>

“Don’t Let Them Silence You: Vote, Dammit”

<https://billmoyers.com/2014/10/24/dont-let-them-silence-you-vote-dammit/>

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