Overview
This composition course will focus on mobility in Seattle and the world as we know it. How you get from point A to point B is indicative of who you are, where you've come from, and what social structures you belong to. We will approach these issues from historical, philosophical, social, and personal perspectives. In that, you will not only have to think about how you view and get around the world as you know but how others do. Enter the service learning component of this course; you will be put into environments full of people who probably enact mobility much differently than you. Through it all, they are still affected by the same ideas of mobility and we will engage with these ideas more in depth as the quarter goes on. This class is meant to bolster your skills in rhetorical/spatial awareness, analysis, and reinforce critical reflection on the topics at hand. I hope you will also gain a better understanding of these complex problems and their catalysts.

Role of Service-Learning in the Course
This course will blend the EWP Outcomes necessary to academic writing with community service and engagement with organizations that oversee zoning regulation, affordable housing, and are in favor of (better) public transportation. Students will volunteer for 20 to 40 hours throughout the quarter and it is my hope that they'll use skills and concepts from class to find interdisciplinary solutions to further the goals of the organization. In other words, service-orientated learning will allow them to become more active citizens and use their writing to mitigate and/or solve real-world problems.

Assignments Related to Service-Learning
Every assignment will emphasize the utility and transferability of the EWP Writing Outcomes in real-world contexts thus service-learning will be the catalyst for drawing such connections. An ongoing service-learning journal will be maintained, in which the students will describe their transportation to and from their service-assignment locations and connections they draw between class discussions and the organization. The first assignment will be to conduct an interview with their service learning supervisor. The second assignment will be a community partner profile essay that builds on the previous interview. For the first major paper, students will create an artifact that solves or mitigates some problem that their service learning organization has and conduct an analysis of that artifact. The third short assignment will be to conduct a spatial analysis of the Link Light Rail Station and Transit. The next assignment will be a script that is meant to lead to the final assignment and second major paper, which is a digital video of their service learning experience and how their interpretation of the word mobility has changed.