

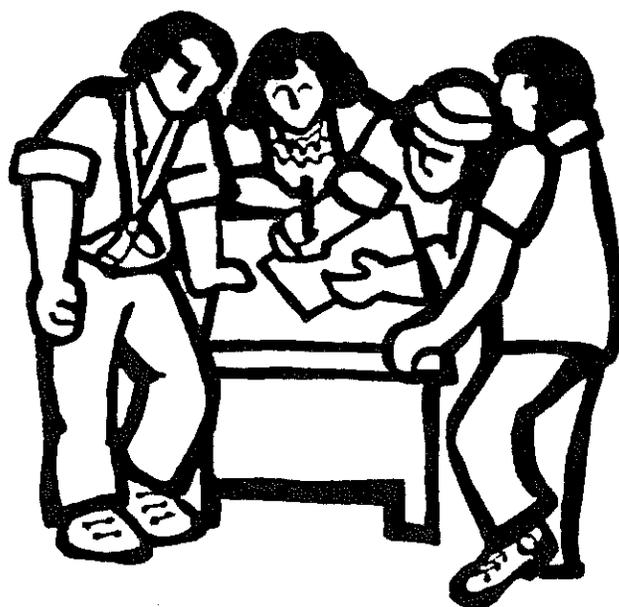
Winter 1999

Faculty Resources Handbook 1999

The Pedro Arrupe, S.J. Center for Community-Based Learning

Faculty Resources Handbook

Eastside Project Seminars
Winter 1999



Every type of knowledge we develop at the university can be related to reality
and helps to transform this reality.

Jon Sobrino, S.J.
at Santa Clara University

Faculty Resources Handbook

Eastside Project Seminars

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Eastside Project Partnerships

Community placements:

- provide a supervisor to be available as a community teacher on site when students are there
- offer an orientation during the second week of the quarter
- set up students in tasks where 80% of their time will be spent interacting face-to-face with people (usually 2 hrs/wk for 8 wks/qtr)
- introduce students to a particular population: *la base* (i.e., people who are struggling with issues of poverty, discrimination, marginalization)
- distribute and discuss mid-quarter assessments with students
- communicate with Eastside Project staff members who facilitate, support, and trouble-shoot as necessary

Santa Clara students:

- read, sign, and honor the Consent Form:
 - respect the dignity of everyone with whom they interact on ESP placements
 - respect privacy and site-defined norms for confidentiality and culturally appropriate behavior
 - engage actively as learners at placement sites, carrying that learning back into the classroom as questions and insights
 - work to make connections between placement and classroom learning
- attend the orientation meeting (and mid-quarter meeting if there is one)
- participate at placements for their full eight week commitment
- may use Eastside Project cars, following established procedures
- return the signed record of placement attendance to their faculty member
- thoughtfully complete and discuss mid-quarter assessments
- alert their faculty member or Eastside Project staff right away if things aren't working out

Santa Clara faculty members:

- schedule time in their first class for an ESP representative to explain the program
- support student participation that honors the Consent Form
- organize their teaching to receive students' questions and insights from placements
- integrate placement input in the terms of their particular academic course or discipline
- articulate their expectations of students' placement learning in the syllabus
- distribute and discuss mid-quarter assessments with students
- communicate with Eastside Project staff members who facilitate, support, and trouble-shoot as necessary

Eastside Project staff members:

- develop appropriate and supported placement learning experiences for students
- collaborate with faculty, when invited, on teaching strategies to promote reflection about placement-based learning
- provide complete logistical support for the program (scheduling, coordination, registrations fingerprinting, TB test records, assessment/feedback instruments, Eastside Project cars, follow-up on problems and concerns)
- provide suggestions and community introductions to faculty who want to develop departmental internship placements
- develop opportunities for continued learning for faculty and placement supervisors in community-based education
- support selected campus/community collaboration beyond Eastside Project placements (e.g., Misa Guadalupana, referrals that link the above three groups)

EASTSIDE PROJECT CONSENT FORM

As a member of Eastside Project and a representative of Santa Clara University, I agree to conduct myself at my chosen community learning placement:

- with respect for the dignity of everyone with whom I interact, working with community people as legitimate and valued teachers to this university
- as an active listener, maximizing the opportunities for myself to understand and appreciate the diverse perspectives of the new people I encounter
- as an active learner, exploring and expanding the concerns of my coursework by remembering the concerns and experiences of people at my placement

I will maintain their privacy and confidentiality unless I am given explicit permission to do otherwise. Any written records or discussions that I share with others will disguise people's names and identifiable characteristics (e.g., by using pseudonyms). I will honor the cultural norms of my placement situation by consciously dressing and acting in ways that are considered appropriate there.

I understand I am expected to work at my Eastside Project placement for eight consecutive weeks. If a Santa Clara University holiday or an agency in-service falls during my regular placement hours one time during the quarter, no make-up will be necessary. However, I am required to arrange with my placement supervisor to make up days for any additional holidays or absences.

My interactions at my placement site will work toward an ideal of partnership and a commitment to walk together towards building a more just and humane world.

Student's signature

Date

**Eastside Project Strategic Plan
Final Draft for Discussion**

September, 1997

This year, our emphasis at Eastside Project has been on the quality of reflection about community-based learning experiences and their integration into the ongoing fabric of courses and departments.

This Strategic Plan draft summarizes the oral consensus arrived at through one-on-one dialogues with Eastside faculty members and former directors, analysis of student evaluations, classroom discussions, placement visits, and group meetings of the undergraduate Eastside Scholars, Faculty Associates and Community Advisory Board. Its process has been necessarily inductive, given the recent arrivals of the staff who now carry Eastside Project forward. At this stage, this written draft has been reviewed by Eastside Project staff and all former directors and revised according to their comments.

Mission Statement and Goals

Eastside Project joins the efforts of many people -- community leaders and teachers at placement sites, academic faculty on campus, students, individuals and communities with whom they interact, staff, graduates, and project employees. Its mission is to create lasting partnerships through which the university can learn essential lessons by working with communities of people who are poor, marginalized, and struggling -- starting with our neighbors in the Santa Clara Valley. Because Eastside Project is directly responsive to and shaped by these communities, its mission cannot be stated from a campus-centric point of view. Together, we form a network of reflective engagement based on the pedagogical strategies of community-based education and core Jesuit values, especially the preferential option for the poor.

Eastside Project's strategic vision is to foster university learning by creating situations of direct, respectful interaction with diverse constituencies who are underrepresented on campus. That interaction results in new questions and content across the curriculum, so that a concern for justice is at the heart of the university's educational effort and not at its periphery.

Eastside Project staff serves as an academic resource to both university and community groups, facilitating this learning process and fostering mutual expertise in integrated education, critical thinking, and participatory research. The following Agenda for Action moves us from emphasis on Eastside Project as "the" bridge between Santa Clara University and "the" community and toward a community organizing model in which Eastside Project staff understand ourselves as helping others to design and multiply their own bridges.

Agenda for Action

1. Community-directed mandate.

Eastside Project's advisers represent the diversity of the Santa Clara Valley's many underserved communities and they are united in their call for admission of more young people from their neighborhoods as Santa Clara undergraduates. Their message is clear: "For ten years we have received and taught your students; our collaborative partnership should mean that you receive and teach more of ours."

The strategic need is to respond to this directive in concrete and practical terms.

- We will encourage and support underrepresented young people from "Eastside" neighborhoods to be admitted to Santa Clara University.
(SCU Strategic Initiatives: Community of Scholars, Resources for Excellence)

This will mean recruiting high school students through contacts at Eastside placement agencies and connecting them with groups such as Alumni for Others who can help them to succeed in the applications process (e.g., preparing to take the SAT). Practical steps to be taken include collaborating with the Admissions research project (Irvine Grant) and educating maintenance/ janitorial staff about Santa Clara's tuition remission program and about guaranteed admission agreements with local community colleges.

2. Social analysis.

Eastside Project placements emphasize learning by doing: "We act ourselves into new ways of thinking -- not the other way around." But learning from community work is not at all automatic; it demands critical thinking about students' "common sense" assumptions and biases in order to bring about a new consciousness.

The strategic need for students who have completed several Eastside placements is to analyze the complex causes of the social marginalization and injustices they have encountered.

- We will encourage and support community members and leaders, including placement supervisors, to exercise their teaching authority with SCU students in the areas of social analysis and policy-making.
(SCU Strategic Initiatives: Community of Scholars, Integrated Education)

This will mean developing a "second step" series of placements, principally at agencies who have already worked with Eastside Project, to challenge and instruct students in policy-level planning after they have established an initial familiarity with the people

touched by those policies. We will continue to resist the temptation for professional teachers to supplant the teaching authority those who are actually experiencing injustices; poor and marginalized persons remain our primary instructors. Targeted areas for these new placements include immigration rights, public health, and social justice advocacy.

3. Academic "inreach".

Eastside Project aims to open many two-way streets between what is known, valued and taught on the Santa Clara campus and what is known, valued and taught in the lives of struggling communities in the San Jose area. Our outreach direction is already well established -- thousands of SCU undergraduates have been sent forth to work and learn alongside people whose creativity, insight and commitment to their families is daily challenged by the realities of poverty and discrimination.

The strategic need at this point in the development of Eastside Project is to integrate a more valued and consistent "inreach" of the perspectives learned by our students into the ongoing academic structures of the university itself. An Eastside placement without a clear structure to support critical thinking and reflective engagement in its supporting course is not an Eastside placement.

- We will encourage and support SCU faculty to visit Eastside placements personally, and to design their courses, departmental sequences, and standards for assessing learning in ways that invite input from students' community-based learning.

(SCU Strategic Initiatives: Community of Scholars, Integrated Education)

This will mean adopting an approach that multiplies campus expertise in experiential education through peer consultations between faculty, collegial seminars, and co-sponsored special events. The goal is to share and expand the repertoire of strategies for integrated education within each department, not only through the "hub" of Eastside Project.

- We will more actively disseminate and share the resources of the Eastside Project office.

(SCU Strategic Initiative: Resources for Excellence)

This will mean developing a repertoire and a lending library of community-based teaching strategies for faculty that applies over multiple levels, sizes of classes, and disciplines. We will cooperate with Orradre and Heafey libraries to make the Eastside Project collection of books, video, and articles more openly available campus-wide and to develop the new Community Studies collection.

4. Eastside staff agenda.

Santa Clara's community-based learning philosophy is distinctive in that we have promised not to use community groups "for practice" or as laboratory sites, but to honor them as necessary sources of knowledge for the university and valued ends in themselves. It has long been our policy that Eastside Project is not a service-driven community outreach program; our students go into the community as *students* and not as charity volunteers.

The strategic need is for faculty, community placement supervisors, and students to internalize this distinctive educational philosophy and to work out its consequences; in too many cases, the default explanation of what we are doing at Eastside Project is still "volunteerism."

- We will encourage and support Eastside Project staff to gather and share resources in two academic areas that clearly move us beyond volunteerism: teaching critical thinking and assessing what is learned through Eastside placements.

(SCU Strategic Initiatives: Integrated Education, Continuous Improvement)

This will mean reworking existing Eastside evaluation instruments to make them better tools for helping students, faculty and placement supervisors to integrate campus learning with community-based learning. Simplified questionnaires will give students and faculty immediate, course-specific feedback at mid-quarter and immediate, placement-specific feedback at the end of each quarter. In this way, student-placement relationships will more closely parallel student-professor relationships. Eastside Project will continue to facilitate dialogues between faculty and placements and to monitor the assessment process.

- We will encourage and support dialogue between Eastside teachers on campus and Eastside teachers in community placements by offering to pair them up across areas of mutual interest or concern.

(SCU Strategic Initiatives: Community of Scholars, Resources for Excellence)

This will mean identifying their current areas of research/practice and restructuring the Eastside Project advisory groups to provide a more ongoing and organic linkage between people working in similar areas. This will enable a more actual, practicing partnership that will bring new energy and focus to advisory group meetings of faculty associates and community leaders.

- We will analyze patterns of Eastside placement learning and teaching from the perspectives of students, faculty, and placement supervisors.

(SCU Strategic Initiatives: Community of Scholars, Continuous Improvement)

This will mean establishing the existing five years of students' quarterly evaluations as a working database for research and eliciting faculty thinking about Eastside Project in a systematic fashion (i.e., scripted interviews with a sample of faculty including Eastside practitioners, previous practitioners, and non-participants). We will work with placement supervisors to develop a quarterly means of feedback that serves their agency needs.

5. Networking.

Eastside Project embodies Santa Clara's conviction that those who are struggling with poverty and marginalization are best able to educate the university about the demands that must be met for justice to be realized in our world. Students return from their placements with new questions and insights -- not only about "what is" but also "what should be." This is the foundation of their education for leadership in the Jesuit tradition.

- We will affiliate with the new Bannan Institute for Jesuit Education in its efforts to examine the connections between faith, intellect, and justice.
(SCU Strategic Initiative: Integrated Education)

This will mean consultations, joint planning, and shared future programming. Our particular contribution will be in the areas of education for social justice and lay leadership development. We will urge that the Bannan Institute develop leadership in the Jesuit tradition among those not traditionally welcomed as leaders: the poor and marginalized, with special attention to the contributions of women.

- We will encourage and support students and faculty to pursue social justice issues through the new Community Studies minor and through research projects affiliated with Eastside Project.
(SCU Strategic Initiatives: Community of Scholars, Integrated Education)

This will mean advertising Community Studies courses at Eastside sign-ups, sharing COST 050 materials about participatory research methods ("studying WITH communities"), and promoting partnerships between faculty and community leaders through collaborative projects and discussion groups. Eastside Scholars will continue to develop as a support group for the research efforts of students, faculty, and community leaders.

- We will continue to collaborate with campus groups such as SCCAP, Alumni for Others, Campus Ministry, Santa Clarans for Social Justice, the Center for Student Leadership, the Markkula Center for Applied Ethics and the DeSaisset Museum.
(SCU Strategic Initiatives: Community of Scholars, Integrated Education)

- We will establish collegial relationships with local colleges practicing service learning (e.g., San Jose City College, San Jose State University, Stanford, Mills), with national networks such as the Invisible College, National Society for Experiential Education, American Association for Higher Education and Campus Compact, and through the international network of Jesuit universities.

(SCU Strategic Initiatives: Community of Scholars, Resources for Excellence)

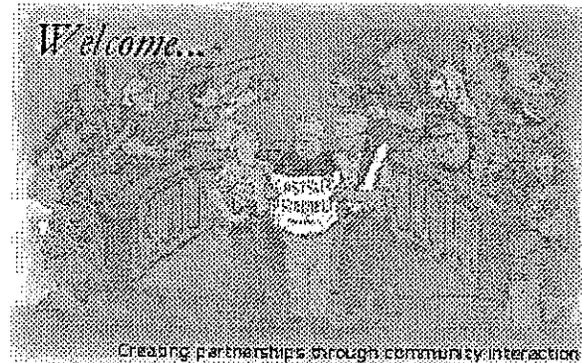
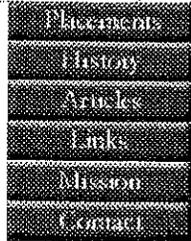
This will mean upgrading Eastside Project's online capabilities in order to communicate more effectively with off-campus colleagues. The criteria for prioritizing involvement in joint projects will be the extent to which they further the mission and goals of Eastside Project, especially our primary responsibility to develop quality relationships with local community groups.

Summary

During the next five years, Eastside Project will consolidate and refine its program with an emphasis on the quality of academic integration of the community-based lessons that it facilitates for students and for the university as a whole.

The one performance indicator specified for Eastside Project in the January 1996 strategic planning document -- total numbers of courses and students participating -- can tell only a small part of that story. While it is true that Eastside Project supported placements for 1380 students out of 87 different classes during the '96-'97 academic year, our strategic vision extends well beyond those numbers. New and more comprehensive performance indicators that match the goals set forward in this strategic plan will have to be developed to assess our progress.

Eastside Project


[home](#)


Tel. 408-554-4549
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Santa Clara University's Eastside Project was conceived to educate students to the full range and depth of human experience. Through community-based learning opportunities, it invites them to learn from the resourcefulness of people who are poor, marginalized, and struggling against deprivation or discrimination, so that the students' knowledge base will be tempered by new perspectives and insights. The Eastside Project institutionalizes Santa Clara's conviction as a Jesuit institution that those who live with the consequences of unjust social relations have a special knowledge of what needs to change.

Eastside Project sends students to learn by doing and not as a volunteer labor force for not-for-profit organizations. Its mission is to create lasting partnerships through which the University can learn essential lessons by working with communities of people who are underserved, starting with our neighbors in the Santa Clara Valley. Santa Clara's philosophy of community-based learning is distinctive in that we have promised not to use community groups "for practice" or as a laboratory sites, but to honor them as vital sources of knowledge for the University and as valued ends in themselves.

Each student's placement is linked to an academic class where students can bring their community-based learning into dialogue with campus-based coursework. Eastside Project initiates and supports situations of direct, respectful interaction between students and diverse constituencies who are underrepresented on campus. Students are challenged to raise new questions from the perspective of the people they are meeting at their Eastside placements, so that the Jesuit tradition of educating for social justice can be at the heart of the University's educational effort and not at its periphery. This reciprocal learning process is more "academic in-reach" than the traditional "community outreach" practiced in high school service programs.

Placements emphasize learning by doing: "We act ourselves into new ways of thinking -- not the other way around." Students can choose to work at a

variety of appropriate community sites specified by their professors each quarter.

These include homeless shelters, multilingual/ESL educational programs, law clinics, convalescent hospitals, immigrant service centers, and a parish-based intergenerational theater company.

Eastside Project has practiced Santa Clara's ideal of integrated education since 1986. Each year, approximately 1,300 students participate in the program out of 75 different courses campus-wide.

Please select from the following:

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[ESP's Mission Statement and Goals](#)

[Contact](#)

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or contact us at:

Eastside Project - located at
862 Market Street. (corner of Lafayette, across from Dunne Dormitory)

Santa Clara University
500 El Camino Real Santa Clara, CA 95053
408-554-4549; (fax) 408-554-4564

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Eastside Project Faculty

Anthropology/Sociology Department

Luis Calero, SJ	Intro. to Sociocultural Anthro Peasant Societies (<i>field trip</i>)
Kichiro Iwamoto	Social Problems in America
Marilyn Fernandez	Human Service Population & Resources
Peg Graham	Adv. Sem in Anthropology: Nutrition Health, Disease & Culture Human Nutrition & Culture
Nicole Sault	Intro. to Sociocultural Anthro Anthropology of Aging Family and Kinship
George Westermark	Senior Project Intro. to Sociocultural Anthro

Biology Department

Ed Plonka	Biology & Aging
William Eisinger	Economic Biology

Communication Department

Brian Adams	Television Writing
Christine Bachen	Intro to Comm Processes
Susan Burrowes	Intro. to Comm. Processes
Rob Dewis	Intro. to Comm. Processes
Vanessa Greenwood	Public Speaking Technology & Communication
Barbara Kelley	News Gathering & Writing I News Writing & Gathering II
Laurie Mason	Presenting News: Print (<i>new ESP web site</i>)
Paul Soukup, SJ	Intro. to Comm. Processes
Karen Strother-Jordan	Intercultural Communication Public Speaking

Counseling Psychology and Education

Jim Fleming, SJ	Urban Education & Multicult.
Carol Giancarlo	Abnormal Psychology Community Health Ed.
Fannie Haughton	Teaching Multicult. Society
Steve Johnson, SM	Exceptional Child
Pia Moriarty	Intro. to Community Studies

Center of Performing Arts - Performance Studies, Theatre & Dance

Félix Alvarez	Chicano Theatre
Robert Bozina	Music in American Cultures
Nancy Wait-Kromm	Music in the Community

Engineering

Jeff Ota	Robotics
----------	----------

English Department

Judy Dunbar	Critical Comp. II: Honors
Ron Hansen	Writing in the Community
Carol Rossi	Teaching ESL

Ethnic Studies Program	
Ramón Chacón	Intro. to Chicano/a Studies
Janine Fujioka	Racism in the US
Russell Rodriguez	Asian American Women
	Chicano Community
History Department	
George Giacomini	US: The 19 th Century
Marketing	
Tyzoon Tyebjee	Marketing Across Cultures
Modern Languages Department	
Rose Marie Beebe	Adv. Spanish I
Irene Bubula-Phillips	Elementary Spanish III
Lucile Couplan-Cashman	Adv. French Conversation
Francisco Jiménez	Adv. Spanish Conversation
	Mexican American Literature
Elsa Li	Elementary Spanish III
	Intermediate Spanish I
	Intermediate Spanish II
	Intermediate Spanish III
Maryellen Mori	Advanced Japanese III
Lucia Varona	Elementary Spanish II
	Elementary Spanish III
	Intermediate Spanish III
Noriko Yoneji	Advanced Japanese II
Political Science Department	
Theodore Gonzalves	Ethnic Politics
Psychology Department	
Tracey Kahan	Cognitive Psychology
	Perception
Sonny Manuel, SJ	Adv. Topics Clinical/Abnormal
Tom Plante	Abnormal Psychology
	Adv. Topic Clinical/Abnormal
	Ethics in Psychology
	Psych. as a Social Science
	Psychosomatic Medicine
Patti Simone	Psychology of Aging
Tim Urdan	Developmental Psychology I
	Developmental Psychology III
	Psychology of Education
Connie Vincent	Psychology of Aging
Eleanor Willemssen	Developmental Psychology I
	Developmental Psychology II
Religious Studies Department	
Margaret McLean	Christian Ethics
Paul Fitzgerald, SJ	Faith, Justice & Poverty
Ana Maria Pineda, RSM	Hispanic Spirituality: Guadalupe
	Hispanic Theology
	Intro. to Hispanic Tradition

COMMUNITY PLACEMENT (OUT-OF-CLASSROOM LEARNING EXPERIENCE.)

You are required to work at one of the approved community placements throughout the quarter for a minimum of two hours per week. This change of scenery and social context will do wonders to help you see yourself, the class material, and the world in a new way. Failure to meet this requirement will result in an incomplete for the quarter and a half grade reduction of your final grade.

The Placement Coordinator for the Eastside Project is available to assist you with placement information, scheduling, and arranging transportation. The Eastside Project Office is located at 862 Market Street (across from Dunne Hall); telephone: 554-4549.

Sign-up times are at Benson Parlors as follows:

Tuesday, April 1 thru Friday, April 4th

10:00 am - 6:00pm

Saturday, April 5

11:00 am - 4:00pm

(*Sonny Manuel, Abnormal Psychology*)

While the textbook used in class provides a very sterile, tourist-like view of the Spanish speaking world, the Eastside provides an opportunity to get closer to the culture and the lives of Spanish speaking people in the community. While our students are expected to do what the Eastside program requests, we also require that they keep a journal in Spanish. Every week the students will write a paragraph about what they observed or experienced that day. Based on that experience they should make a personal reflection, describing how they are affected, and hopefully project their thoughts on a community or society level. (*Irene Bubula-Phillips, Elem. Spanish III*)

East Side Project Participation and Journal (100 points total, 20% of final grade)

Communication is context driven. There are tremendous opportunities to learn and grow through participation in new and unfamiliar communication situations. Here, we learn about our own styles of communication, about the preconceptions we bring to the communication process, and about how culture and experience shape our communicative behaviors. An Eastside Project placement provides an excellent opportunity for you to reflect on the issues raised in class and make a link between these issues and the "real world." You will be provided with weekly questions that will guide your journal entries. You will be required to hand in your journals twice during the course but you should be sure to write up your thoughts right after your weekly placement. We will incorporate discussions of your thoughts and experiences with Eastside throughout the quarter. (*Claire Calcagno, Intro. to Comm. Processes*)

Students are expected to engage in original research to fulfill this requirement. To facilitate this process class participants are provided with the following options: 1) designing and carrying out an approved individual project; 2) participating in an approved Eastside Project placement; 3) participating in an approved placement with another another local agency (ex. Santa Clara County Human Rights Commission). All three options are expected to require the same amount of work. The last two have the added feature of permitting in-class and community-based learning in a region with one of the oldest and largest Chicano communities in the nation. In other words, they promote the learning of both the theory and practice of Chicano politics. (*Jesus Martinez-Saldaña, Ethnic Politics*)

Students will also participate in the Eastside Project, an academic support program through which they will have the opportunity to use Spanish in a natural context and to learn from the life experiences of diverse populations in the community. (*Francisco Jiménez, Adv. Spanish Conversation*)

Eastside Project's rationale in relation to the course explaining

EASTSIDE PROJECT PARTICIPATION

1. Each student will be expected to participate in the Eastside Project. NO EXCEPTIONS will be made for this requirement. The sites chosen will give students the opportunity to meet with Hispanics in the San Jose area. Your time with them will enrich your class study through your observation of the site and its reality and conversations that you may be privileged to have with them on a weekly basis. For example: What do you learn about the Hispanic reality (religious, economic, political, social, cultural) as you inter-act with them. What questions do the particular situations that you encounter at your site raise for you? How are the communities, persons affected by these situations? Do you find any connection between their lived realities and the course matter?

2. JOURNAL: You will be required to keep a journal of your weekly visits. Time will be given during the course to reflect on your experience in a small group setting of 5-6 students. Your journal entries should be brief but with substance. Each entry should be approximately 2 pages in length (typed). It should consist of two parts: 1) description of session; and 2) your personal response to the circumstances of the session; questions and issues that are raised for you regarding the Hispanic reality and its connection to the course content. What have you learned from the Hispanics that you inter-act with on a weekly basis? What have you learned from them about the Hispanic reality?

Please note: Journal entries should be kept in a Duo Tang folder. Please keep all entries together. Do not remove reviewed entries.

3. EASTSIDE PROJECT CONSENT FORM

As part of the Eastside Project, each participant is provided with a consent form that delineates the rationale for Eastside Project and the required conduct, attendance and make-up policy.

4. CONTACT PERSONS AT EASTSIDE OFFICE:

It is critical for students with Eastside Project sites to contact staff regarding concerns, questions and other issues.

Contact:

- a. Shirley Okumura 554-4641
 - for questions regarding placement, attendance, other concerns having to do with the site.
- b. Rosalie Ledesma 554-5013
 - questions regarding content matter, quality of teaching at site...

(Ana Maria Pineda, Hispanic Theology)

explaining Eastside Project rationale, cont'd.

SPAN 22
WINTER 98
Dr. Lucia Varona

EASTSIDE PROJECT

BRINGING THE COMMUNITY TO THE CLASSROOM

BUILDING BRIDGES/CONSTRUYENDO PUENTES

explaining Eastside Project rationale

Why do I use the Eastside Project in Intermediate Spanish?

Research in second language acquisition shows that the attitude a person has towards the people speaking the language being learned affects the way a second language is acquired. In addition, in the intermediate level, it is convenient that students get acquainted with different Spanish speaking styles in order to understand not only the role that grammar plays in a foreign language but also the sociolinguistics involved in human relations.

While, the textbook used in our classes provides a the grammatical aspect of language, the Eastside Project provides an opportunity to learn from the life of Spanish speaking people not represented in the text books. Moreover, this program helps students see that poverty, homelessness, and unplanned aging are not the exclusivity of immigrants but rather serious problems we find in our society today.

How are we going to use the Eastside Project in our Cultural Project in Intermediate Spanish?

The Eastside Project will be used as another resource to the content of the class as much as the textbook. We will use the Eastside Project experience in communicative exercises, group discussions, and as the topic of the Final Oral Presentation to the class. Therefore, the grammatical content of the class will be translated to real life first only describing what surrounds us but later expressing our feelings, doubts, emotions, narrating, or describing what has happened in the students' weekly experience in the community, and finally creating something tangible for the person or the program where each student has been working during the quarter.

What do I expect from every student in relation to the Eastside Project?

- I expect that every student will find a program where they will have to work directly with a Spanish speaking person. This person may be the recipient of the program, the instructor, or the administrator. The point is that the student will have to use Spanish every time he/she visits the site.
- While the student is expected to do what the Eastside program requests, I also require that every student keep a journal in Spanish in which the student will reflect upon the following questions:

- The first two weeks every student must describe the program she/he is attending, the person or people with whom he/she is working.
- The third and fourth week, students must make a connection between their lives and the life of the person (people) with whom he/she is working. During this phase, it is important to find similarities and differences between their lives. It is possible that differences will come a lot easier than similarities. Nevertheless, students must find similarities as well.
- The fifth and sixth week in the program, students must reflect upon concrete things they are learning from this experience. During this time it is important to see what has every student learned about the Spanish language, and also about themselves and the world.
- The seventh and eighth week, every student need to start thinking about a concrete thing that they can do for the person or the program with whom they have been working. It is possible that by this time, students will have found many things they would like to change in the program, or perhaps they have found small things that might help the person with whom they are working to improve his/her life. During this time, students must focus on doing whatever they found they could do. In their journal, I expect to find what they are doing, why they are doing it, and how they feel about it.

AT THE END OF THE QUARTER

WRITTEN REPORT

Every student will write a report based on the following phases. This report must be written in Spanish and will count as your **COMPOSITION IV**.

- **Descriptive Phase:** What, who, when, where, how? When answering these questions, students should make a reference to the Hispanic group that the people with whom they worked belonged. Most students will be working with Hispanics living in the United States, however, it will be necessary to find out how long they have lived in the United States and how they have been able to keep their language. In this part of the report, students will comment on linguistic issues such as code switching, code mixing, and regionalisms they have observed in their participant(s). Students must keep in mind that many times the people with whom they will be working may or may not know very much about their cultural background.
- **Personal Interpretive Phase:** How similar or different are our lives? How did I feel? How can I relate what happened in the Eastside program with previous experiences in my own life?
- **Critical Multicultural Phase:** Why are things, like the ones we observed in our Eastside programs happening? What does language have to do with this? How does this affect us as a community of human beings regardless of our culture? Who benefits from this situation? How? and Why?

- **Creative/Transformative Phase:** What can we do to change this reality? What would I change and at which level (personal or social) to improve this situation? What could we do as a group to help the agency with whom we were working?

ORAL PRESENTATION:

Every student will find three or more students to form a group with whom they will share what they have learned from the community. This information might come from their personal journals and written report.

Every group will have 20 minutes to present to the class. Students are encouraged to use audiovisual aids for their presentation. They are also encouraged to be as creative as they can, bringing to this presentation all types of art expressions they think they can incorporate. **THE ORAL PRESENTATION MUST BE IN SPANISH.**

THE STUDENTS' ROLE AS AUDIENCE OF THE PRESENTATIONS

Students presenting are strongly encouraged to involve the rest of the class in their presentation. Every student in the audience must prepare two questions for the presenters concerning the group's experiences.

GRADING OF THE CULTURAL PROJECT

8 Journal entries	8
20-minute oral presentation.....	5
Two questions to the presenters.....	2
Written report will be Comp. IV (5 points)	
Total.....	15

Varona, cont'd.

PSYC 131: COGNITIVE PSYCHOLOGY

TOPIC PAPER: You will choose from one of two options:

OPTION 1-THEORETICAL/RESEARCH:

Discuss recent research in Cognitive Psychology on a topic of your choice (run your topic idea by me first). Theoretical/research papers will be based on 8-10 background articles from primary sources, selected by the student, along with a minimum of 3 secondary sources (from textbooks, chapters, or review articles). Topic papers will be 10-12 type-written pages and will use APA format.

OPTION 2-EXPERIENTIAL/APPLIED/THEORETICAL:

- (a) Experiential: participate in one of the selected Eastside placements; (b) Applied: observe "how" the principles of some aspect of cognitive psychology are important to the activities of the individuals or groups involved in your Eastside placement (e.g., principles of memory, attention, language, problem solving, imagery, pattern recognition, decision making/reasoning); (c) Theoretical: in your 10-12 page paper, you will discuss the applied aspects of your placement experience with respect to current cognitive theories related to your topic.

NOTE: If you would like to work with a "partner" on the paper, I would be willing to entertain this option IF: you and your partner develop an action plan for the paper that clearly describes how you will actively collaborate in all phase of the project [Discuss this with me before beginning any planning].

PSYC 131: COGNITIVE PSYCHOLOGY
Winter, 1996

Dr. Kahan

Guidelines for OPTION 2 PAPER
EXPERIENTIAL / APPLIED / THEORETICAL
[Topic + Initial References DUE Tuesday, February 4]
[final paper due: Tuesday, March 11]

PART I: EXPERIENTIAL

For the first few weeks, "immerse" yourself in the Eastside Placement you have selected. Get to know the people you are working with on a personal basis. Observe the situation and how the people relate to the situation and others in the situation. Familiarize yourself with the major activities of the placement and the challenges faced by the staff and participants.

PART II: APPLIED

Once you are well "oriented" to your placement, begin to notice the cognitive abilities that are especially important to the individuals you work with. Are there particular challenges these people face? For example, is English a second language for them? Are they children in the process of acquiring language? Are they elderly people experiencing declining memory

paper options + guidelines - Tracey Kahan

abilities? Keep a placement "journal" for the next few weeks. In this journal, record your observations and experiences as they relate to the cognitive abilities and challenges you witness (be as specific as possible!). As soon as you feel ready, choose a particular cognitive ability to focus your paper around:

Suggested Major Topics =

- | | |
|-----------------------------------|-----------------------|
| Pattern Recognition | Sensory Memory |
| Attention | Consciousness |
| Short Term Memory | Long Term Memory |
| Models of Memory | Imagery Processes |
| Mnemonic Techniques | Language |
| Reading | Concept Formation |
| Problem Solving | Cognitive Development |
| Reasoning | |
| Comprehension and Memory for Text | |

Kahan, cont'd.

PART III: THEORETICAL

Locate and review background readings related to the topic you have chosen.

Minimum Sources:

- * 4-5 secondary sources (chapter, textbook)
- * 4-5 primary sources (e.g., review or empirical articles)

note: Journal articles must be **more than 5 pages long** to "qualify"
The reference list is typed on a separate page; in APA format)

Students may elect to perform 14 hours of service in the Eastside Project and submit a summary paper of five pages double-spaced describing their observations of the biology of aging. This would replace the 10 page final paper. Students selecting this option must notify instructor by April 8. Once selected this option cannot be changed. Project must be completed by June 3. (Ed Plonka, Biology of Aging)

One final paper: The final paper (not to exceed 15 pages, typed, double-spaced, and well-written) will be based on the student's volunteer work experiences as well as the theories, relevant research, and class-room discussions. The journal submissions and writing assignments will help the students prepare for the final paper. The topic chosen should be derived from the student's volunteer experience. Time will be devoted to methods of integrating the lessons learned from volunteer experiences, theories, and research. Students are required to submit a final paper outline for feedback on or before date. A brief outline of the points to be covered in the final paper will be distributed in advance. (Marilyn Fernandez, Human Services)

explaining paper options

Topic Paper-2

FORMAT REQUIREMENTS:

Note: You will turn in TWO copies of your paper.

Format: [Use APA format for a Review article; see the APA Publication Manual (1994) 4th edition, section 1.04 and pp. 271-272]

*Title page [including your name, title of paper, and institutional affiliation, page number, running head]

*100-150 word abstract

*Reference list [Use APA format]

*Minimum pages = 8, **maximum pages = 12** of text (excluding title page, abstract, and reference section); typed, double spaced, page numbers, running head

*Note: use 1" margins (rather than 1 1/2")

Content:

*Specific topic is up to you! Choose a topic from the list of major topics above; select a specific topic from those suggested in the enclosed list, or select a specific topic of your own [run it by me before you launch in, however!]

* In your actual paper, you will DISCUSS your experiences at the placement with reference to recent theories related to your chosen topic. After summarizing at least two theories you wish to contrast, discuss how your observations at the placement are consistent or inconsistent with each theory. What does each theory do a good job of explaining from your placement observations? What does each theory have a hard time explaining from your placement observations?

*Include an introductory, overview paragraph describing the PURPOSE of the paper. Also, at the end, include a CONCLUDING paragraph.

*Argue a point or position in your paper [i.e., take a "stance"]

Note: The paper you submit for this assignment must be your original work, in all respects. In addition, the research for this paper should be original, that is, the paper (or parts thereof) should not have been submitted for credit in another course. Violation of this requirement constitutes plagiarism and would result in a minimum of no-credit for the paper.

paper guidelines (Kahan)

Required community learning experience: In order to increase awareness of ethics in daily life and the role of conscience, relationality and experience in the ethical task, it is expected that each student will participate in an Eastside Project community placement (or the equivalent). The goal is the development of the student's reasoned reflection skills and the engagement by the student of the world beyond the classroom. Arrangements for Eastside Project sites are made through the Eastside Project Office. Each student is to inform the instructor of his/her site on **January 14th**. (Note: Students who wish to fulfill this assignment through an alternative community program *must* provide the instructor with a written description of the program and get the permission of the instructor by Jan. 14th.) Your signed Community Service Sheet (or a copy) or the approved equivalent must be submitted to the instructor on **March 11th** at 2:15 pm in order to receive credit for participation in this portion of the course *and* for the final reflection paper. Failure to do so may result in a failing grade for "class participation" *and* on the reflection paper due March 11th. (Margaret McLean, Christian Ethics)

Options for community Based Learning and Active Participation: Both options involve experiential learning and both options are linked to themes of the course: Language, Culture, and Identity, including Difference, and Community. These choices help you develop awareness of a number of related issues, among them interpersonal and intercultural communication, the role of language in communication, cultural identity and dislocation, the problem of stereotypes, respect for self and for others, economic and other historical problems involved in immigration, economic, education, and environmental justice issues, including those involved in migrant farm work, and of our search for common ground, for what can join us in building a just and humane society, and thus creating community. (Judy Dunbar, Composition II: Honors)

We are all members of this rich and varied urban community yet, too often, our "learning world" becomes limited to the SCU Campus. Students in this course will be exposed to useful academic resources and irreplaceable community insights. They will be given an opportunity to become active members of our urban community, study theories, of urban practice, and reflect on both....Each student in this course is strongly encouraged to participate in a weekly two-hour academically-based community placement. Most placements will be set up through the staff at the Eastside project. The details of each placement will be negotiated between the student and the instructor of this course following the advice and guidance of the Eastside project staff and the staff at the community agency involved. (Jim Fleming, SJ, Urban Education)

Eastside Project Placement: Each student will be required to participate at an Eastside placement site to be selected from a list approved by the professor as a location related to community health. Participation in an Eastside placement is worth 5 % of the total grade for the course. (Carol Giancarlo, Community Health Ed.)

The methodology will rely upon an hermeneutic of communal involvement and personal appropriation. There will be three venues for learning; classroom presentations and discussions, at-home reading and reflection, and community-based learning experiences will nourish personal reflection and scholarly synthesis. This will find expression in two minor and two major writing assignments. The textual sources for our explorations will be biblical, theological, and spiritual, within the contours of the Judeo-Christian tradition.

Placement at an **Eastside Project** or **SCCAP** service program promising direct contact with poor or disadvantaged people is essential to the course. The poor and the marginalized will be your teachers and your texts as well. Obviously, they are to be respected and treasured. (Paul Fitzgerald, SJ, Faith, Justice, and Poverty)

offering Eastside placements as one option among others

Eastside Placement and Journal

Although communication is the means by which we learn about ourselves and the social world in which we live, many of the complexities of communication processes are second-nature to us and, therefore, surprisingly difficult to study. One goal of your participation in the East-side placement is to communicate and observe communication in a context that is new and unfamiliar to you. This context makes complex rituals and practices more interesting, more transparent, easier to observe and interpret. An Eastside placement (and a journal for reflecting on your observations and experiences) is a valuable requirement of this course because it provides an excellent opportunity for you to reflect on the questions that will be raised in the class. Attached to the syllabus are a list of questions to guide you in preparing your journal entries, questions that will help you apply the class material to your placement. You will be required to hand-in your journals twice during the course, but you should be certain to write-up your thoughts weekly, while the experiences and your impressions are fresh in your mind.

EASTSIDE JOURNAL GUIDELINES

The purpose of the Eastside requirement is to provide you an opportunity to reflect on the process of communication and the rules and rituals that become apparent when we are placed in new situations. Journal entries should be made after each visit to your placement and should be no less than one and one-half double spaced typed pages (this is just a guideline - you can certainly hand write them and take more time, but this should act as a minimum). Do not anguish about putting your observations into fancy, academic language, but do be explicit about how course concepts can be applied to your observations and experiences. Questions to consider in your journal entries:

First entry:

1. Think about what preconceptions you bring about the people you will be working with. Where did you learn those preconceptions? How were they communicated to you? How did they influence the way you interacted with the individuals at your placement on your first visit?

Other entries:

2. What role has non-verbal communication played in your visit? Are there certain things that you believe are not being expressed verbally (due to shyness, not really knowing one another), but which you are picking up on non-verbally? Are you aware of your own non-verbal communication? (You can discuss one particular incident or a regular behavior that you have observed.)

3. We have discussed how subjective human communication is and that the process is one of constant negotiation. Consider an example of a moment or situation at the placement where you seemed to be cross-communicating with someone ("you thought that she meant that you meant..."). What might explain the different expressions of the same idea? How did you ultimately figure it out (or did you)?

4. If the director of the agency at which you worked asked you to do create a public service announcement to raise money for their organization, what would you tell them must be taken into consideration about the receivers? Who (or what) would you use as the source of your message?

5. Consider the way you communicate verbally when you are at the placement. Are there certain rules to the conversations you have? Are they different from other conversations? Why? What can you learn about the people you are working with by the way they use language? What do you think they can learn about you?

Comm. 1 team - structured journaling

6. Consider the stages of relationships that Ruben sets out in Chapter 10. Can you apply these to a relationship you have developed in the placement? How did it evolve? Do any of the factors he lists as influencing patterns of a relationship apply? Do you recognize any of the relational patterns that he describes in this chapter in your own relationships at the placement?
7. Are there evident groups at your placement? How do they define themselves? What role do you think they play? Who appears to wield authority and how is that communicated?
8. If possible, observe media use at your placement (or talk to someone about how they use the media). What functions does it serve for these individuals? Do they have favorite media? Shows? Which are they and why?
9. Your placement has been designed to serve a particular population. Now given that population, what is your own sense of how they are portrayed by our mass media? Are they? In what way? Do you believe this could be an important source of information for the larger population? How could others use these media in the socialization process and what might be the result?
10. Talk to some of the people at the placement or people who work at the placement. If they could create a television show, film, magazine, book.... about themselves or the people they work with, what would it be like? What would they try to communicate? How would it be different from what is out there right now?

Final entry:

11. Consider what role communication has played in your experience. How has it helped you to learn about the people you work with and yourself? Are you more aware of yourself as a communicator? Has your ideas about the people at the placement changed? How and why? Has this been a helpful way to study communication for you?

You are not restricted to these questions (better questions may occur to you) and need not answer these in number order – address them as they help you organize and interpret your observations and experiences. Not all questions are relevant to each placement site, which is why there are more questions than there are weeks at the placement. Some questions may be combined if you wish. Don't hesitate to ask me for advice if you are puzzled about how to respond to these questions as the quarter progresses.

Students will submit 2 journal assignments (that will be reviewed but not graded) on dates specified in the syllabus. Students will also have to submit their sign-in sheets from their volunteer placements along with their final paper.

Research Assignments

(1) **Log Book** You are required to participate in the East Side project by spending the minimum of one hour/week (for 8 weeks) at the Alzheimer Activity Center in San Jose. You will keep a log book of your activities and observations at this placement. Your log book will be collected periodically throughout the course. The log book is worth 20% of your final grade and will be graded on your effort, insight and ability to relate class material with your observations.

(Patti Simone, Psychology of Aging)

You will be given eight questions for the quarter. These questions should provide opportunity for you to reflect on your Eastside Project experience and apply the concepts that we are working with in class. I expect to see thorough reflection every time you answer a question. I want to see that you are engaging the concepts from our course. Go out on a limb. Try out your ideas and theories. Demonstrate that you are enmeshed in the richness of the concepts of the week. This is your opportunity to roll up your sleeves and wrestle with the notion of communication theory.

(Claire Calcagno, Intro to Comm. Processes)

explaining journal requirements

DEVELOPING A COURSE WITH A COMMUNITY SERVICE COMPONENT

"There is a lot of work for everyone in this course...few students consider the course without some anticipation of substantial effort. It pays off. No course has generated the sense of achievement and worthwhile endeavor among students like this one."

~ Patrick Henry, Ph.D, Assistant Professor of Sociology, Eckerd College

We often create divisions between "curricular work" and "extracurricular activities." To suggest that one can learn from the combination of action and analysis is to challenge traditions in education. We are often told that we should maintain an "academic distance" from the subject under study. We are instructed to leave the job of teaching to "professionals." The development of community service components for courses challenges other paradigms, such as the roles of professor and student. Can a biology professor be expected to teach about hunger in urban communities? What if the textbook doesn't correspond with what we experience in our communities? Drawing experience into education raises questions about how and what we are taught.

eg At Wofford College (SC), the Psychology department offers the course "Psychology in the Community." In this course, senior psychology majors apply their psychological training by working a minimum of ten hours per week in a community agency. Community agencies include mental health centers, state hospitals and the local alcohol and drug abuse commission.

■ What are the elements of courses with community service components?

Courses with community service components are taught in a variety of disciplines, with differing focal points and formats. One element of these courses is community service placements in community agencies or organizations. These placements may be weekly commitments of a semester or longer, or one-time community service projects. They may be optional or mandatory, and may involve group or individual projects.

The inclusion of community service in a course does not mean an exclusion of academic study. Traditional classroom tools including lectures, discussion, reading, writing, oral presentations, and other assignments are essential to an understanding of the experience. It is through these analytical methods that the areas of identity, experience and context can be addressed. (See "Common Concepts", at the beginning of this chapter.) It is the expression of learning, derived from experience, that is evaluated. The community service experience remains as a route to learning more about housing policy or children's literature, not as an activity for credit.

Community service components are more than "additions" to courses; integrating community service into a course transforms the course material and the way in which it is taught. Community service experiences often require facilitation and an adaptation of standard teaching methods. Keep in mind that the kinds of questions and issues that arise with a community service component will differ from those in courses that do not involve direct experience. Flexibility and creativity are essential.

"At times I stand in awe of some of those youths—their determination, their decency, their good-heartedness, their savvy. I also notice in many of them a need for discussion and reflection: a time to stop and consider what they would like to be doing, what they are doing, and what they are having difficulty doing."

~ Robert Coles

eg Courses with community service components have been taught in such disciplines as: Business, Sociology, Economics, Mathematics, Anthropology, African American Studies, Theater, Education, Urban Studies, Community Health, Psychology, Linguistics, History, Architecture, Women's Studies, Theology, Chicano Studies, Geography, English, Public Policy, Political Science, Sign Language, Physical Education, Public Administration, Biology, Asian American Studies, Communications, Geology, Gerontology, International Relations, Philosophy, Spanish, American Studies, Religion, and Environmental Studies.

■ Why develop a community service component?

The importance of community service components is underscored by the following list of benefits. It is important to remember that these are not inherent qualities of community service components; deliberate steps must be taken to ensure that your project has positive effects.



For a comprehensive rationale for the integration of education and action, see "Why Education and Action" in Chapter 2: *Education and Action*.

Change in education

As the curriculum changes so do perceptions and definitions of education. At some schools, integrating community service into courses is consistent with the educational philosophy of the institution. In other cases your project will challenge assumptions about what and how information should be taught.



At the University of Minnesota (MN), students enrolled in the course "Recreation and Aging" are required to make five site visits to residences for senior citizens. At each of these sites, students perform services which allow them to explore the practical applications of their course material.

Change in roles

In addition to the changes in the curriculum, integrating community service and the curriculum often changes the roles that students, faculty, administrators, and the community play in the educational process. By seeing community members as teachers, and faculty and students as interactive learners, new possibilities can emerge.

Balance between theory and practice

While the community is not a "laboratory," we depend upon application of our theories to greater understand our attempts to solve problems. Community service components may enable students to understand principles of theory through actual "hands-on" practice. And because the relationship between theory and practice is an interactive, dynamic one, the development of theory is equally improved through tests of experience.



The Cornell University's (NY) New York City Field Study Program is operated by their College of Human Ecology. The program offers a semester-long experience that involves classroom instruction, internships and community fieldwork. For 3 and a half days each week students work as interns at a NYC-based organization. Internships range from business to agriculture to real estate and youth development. One day a week the students spend in a seminar conducted by a Cornell

faculty member, and one half of a day participating in a community research project under the supervision of College faculty members.

■ Some options

Community service components of courses can take many forms. The following list details some of the variables in designing such a course.

- These courses may have community service requirements (a certain number of hours per week, a one-time community service project, etc.) These may be co-, pre-, or post- requisites.

eg At Elon College (NC), Dr. Richard Hood's freshman writing course "Writing and Community" was so successful that it led to a campus-wide commitment to fight illiteracy. Students in his class served three hours a week as literacy tutors and used the experience as the basis for their writing assignments. With a grant from the Council for Higher Education of the United Church of Christ, Elon plans to expand the literacy tutoring component to other courses in English, business, education, social sciences and human services as part of a campus-wide commitment to service and as a way to explore new ways of teaching. Parts of the grant proposal were written by students from the original course and much of the implementation of the new expansion will rest on the leadership of students.

- They may have an option to do community service in lieu of other coursework.

eg Dartmouth College (NH), offers the Anthropology course "The Political Economy of World Hunger: the Problem and Solutions from Local-Level Perspective." The course strives "to understand the world-wide ecological, political, and economic framework of hunger and food production as these are experienced at the local level." Students in this course carry out participant observations involving serving in a soup kitchen or other food program.

- They may include a suggested community service option (assisted by the professor, administrators, or students).

eg At the University of Minnesota (MN), philosophy Professor John Wallace encourages his students to become involved in community issues by attaching an extra sheet to his syllabus. In it he states that, "community involvement can be a learning resource for philosophy and, in particular, for projects in this course," and lists the campus address and phone number of the community service office.

■ Taking action

Adding a community service component to a course is more than a simple addition problem. The course and the community service commitment must always change, in however big or small ways, to account for this combination. As noted in the "Principles of Good Practice" (in Chapter 2: *Education and Action*) "service, combined with learning, adds value to each and transforms both." Perhaps the most challenging aspect of combining education and action is this integration.

eg At the University of Connecticut (CT), students enrolled in "Economics 112" receive a "C" grade for mastery of basic material. In order to get a "B" grade, students have the option of completing a community service project in a variety of local agencies and organizations. Students must write three pages of reflections on their experience and its relationship to economic systems.

Consider your goals

In the midst of forming partnerships and developing a plan it can be easy to lose your sense of direction. Recall your goals and reevaluate them. What are areas that need changing? Do your goals seem reasonable in light of what you have learned through creating partnerships? What do you want participants of the class to learn? What questions and answers should they take away from the experience? Revise and affirm your goals in preparation for taking action. Consider your goals for the people who will participate in the community service component.

eg The Mathematics department, the Business department, and the Computer-science department at Worcester State College (MA), offer courses in which students provide approximately eight hours per week of free tax assistance to the elderly and low-income community members.

Take stock

Look around you. Using the knowledge you have gained through researching education and action on your campus and through creating partnerships, review your situation. Map out obstacles you will face, and the areas from which you expect support.

Look at yourself. What skills and resources have you developed? What kinds of information about education and action are at your disposal? How have your research skills and ability to work with people improved? Continue the process of educating yourself throughout this project.

eg At Connecticut College (CT), students enrolled in the course "Origins and Consequences of Adult Illiteracy" spend three hours in a weekly seminar and six hours tutoring inmates at one of several local prisons. Fifteen professors from seven departments developed the course. The course was funded by a grant from the Student Literacy Corps.

Find some tools or examples

In this book and others, look for examples and tools which will help you develop a component. Find examples and success stories on your own campus. Look at other ways of holding discussions about working in the community. Consider adopting evaluation methods used by other courses.

eg At Oberlin College (OH), the Experimental College offers the course "Practicum at a Battered Women's Shelter." The course addresses prevention strategies for women, institutional responses, and alternatives for survivors. Students are required to provide basic peer counseling, answer crisis calls, and lead children's playgroups at a local shelter for battered women. The course involves guest lectures, readings, and discussions.

Phone. Write. Fax. Modem. Visit.

Make contact with other institutions that offer courses with community service components, such as those mentioned in this book. Speak to different people on campus and ask them for advice and a critical evaluation of the courses.

eg At many campuses Peace and Social Justice Studies departments offer courses that bridge the gap between theory and practice. At Fordham University (NY), the Peace and Justice Studies program has offered such courses as "Action Research in the Modern Community" and "Social Justice and City Politics." At Villanova University (PA), the Center for Peace and Justice Education offers traditional courses and a three-night, nine-hour seminar called a "mini course" that allows students to discuss contemporary issues.

Focus on course structure

It is important to be familiar with the structure of the course which you are modifying. Be sure to understand the goals, curriculum, method of instruction, method of evaluation, assignments and expectations, roles of faculty and students, and other details about the structure, function, and development of the class. What does the professor see as the strengths and weaknesses of the class? What do the students like and dislike about it? How does it fit into the curriculum of the department in which it is taught? Where does it fit into the curriculum of a student who is majoring in the department? a student who is not majoring in the department? Who takes the course? Why do they take it? Is the credit granted for this course applicable to a requirement? By examining the structure of the course closely you can shape the component to support strong parts of the course and attend to weak points.

eg At Nazareth College (NY), Spanish majors serve as interpreters at the polls on election days. The Speech and Language department offers free testing for children in Rochester area at special clinic offered twice per year. Students, supervised by their professors, administer the tests. (Campus Compact)

Focus on the community service program

Will an existing community service project or program become a component of the course? Which community members does it involve? What do you and members of the community see as its strengths and weaknesses? How much time does it require from volunteers? What skills do the volunteers need? How much training time do they need before beginning the project? What are the goals of the project? By examining the structure of both the course and the community service experience you can focus on integration and not just addition.

eg Messiah College (PA) offers a two-semester sequence of courses on, and involving, community service. In the spring semester, students are prepared for a summer service experience of at least four weeks. The college director of service-learning helps students find summer placement. During the summer, the students keep journals to document and reflect on their experiences. In the fall semester, students take a course which emphasizes reflection on their experiences, writing assignments, and the development of personal philosophies of service. The course focuses on the history of voluntarism, the relationship of culture to service, and the causes of and solutions to social problems. (Campus Compact)

Consider how integration will affect the course

In thinking over how the course will change, consider the topics listed below. Work with your partners to revise the old and create the new.

"People have become house builders by building houses, harp players by playing the harp. We grow to be just by doing things that are just."

~ Aristotle

- *The goals of the course.* Are they changed by including a community service project? Can they still be met, or do others need to be created? How will expectations of students change?
- *The method of instruction.* Will lecture format work? What about people who want to discuss personal reflections? Will you need teaching assistants to lead discussion groups? Do you want to encourage students to work together on assignments? Consider using site visits to agencies, lectures from the community, and other instructional techniques. How could you combine different types of instruction?
- *The curriculum of the course.* Consider how the curriculum of the course will change. Which readings should be added, and which are obsolete? Which perspectives do you want represented in the course? For instance, if you are working in an African American community what kind of literature would you want to include? What readings can be used to prepare the students for the experience? What kinds can you include to help them understand what they are experiencing?
- *The evaluation methods.* Are the standards, method, and form of evaluation appropriate given the changes? Work with partners to develop evaluation standards and processes which reflect the changed goals and practice of the course.



For further discussion of evaluation of students work in courses with community service components, see "Making the Grade" in Chapter 6: *A Closer Look*.



The Joint Educational Project (JEP) at the University of Southern California (CA) is an office which works with faculty to develop community service components to their courses. Over 60 departments from many different schools of the University have participated. For further discussion of this program see Chapter 7: *Course and Program Profiles*.

Consider how integration will affect the community service placement

Combining a course and a community service project will also change the community service placement, and the way the individuals perform community service. It is important to consider the following topics:

- *The relationship to the agency.* Combining a course with a community service project can change the working relationship with an agency. Elements of the agreement, such as modifications in the required time commitment, issues of confidentiality, and method of training and orientation may change. Work with your partners to redefine the work agreement with students, faculty, administrators, and the agency.
- *The agency's responsibilities to the volunteers.* Volunteers are not free. How much time will it take for the agency to accommodate new volunteers? How much time and other resources are they willing to devote to the project? What kind of a commitment do you want from them?

- *The method of service.* If students are studying community issues they are bound to consider the kinds of services they are providing. Consider the ways in which the method of service may be affected by the ideas raised in class. What if the class finds fault with the kinds of services they are assigned to provide? Try to create ways in which students can offer advice to the agency and to others involved in community service.
- *Accountability.* Who is in charge of the component? What is the process through which other people can provide input? To whom are faculty, students, administrators, and community people responsible? With your partners, develop clear systems of communication and accountability for everyone involved.
- *Learning process and outcomes.* The kinds of questions students ask of themselves and others will be different than in the original course or community service project. How will the kinds of learning be different? How will their personal reaction will be different?
- *Logistics.* The best of intentions can be thwarted when there isn't enough money to rent a van. Make a list of "nitty gritty" elements of your operation (such as funding, time commitments, use of program and department resources), and work through each task with your partners.



How might your course address questions of experience, identity, and context? Will students have an opportunity to discuss their experiences working as literacy tutors? Will they get a chance to identify which values and influences led them to be interested in serving their community, or what the ability to read has meant to them? Will they be asked to investigate the causes and possible solutions of illiteracy in their community?



At the Political Science Department of San Diego State University (CA) students take a conflict mediation workshop and then work at the San Diego Mediation Center as part of the curriculum on national and international dispute resolution. (Haas Center for Public Service, Stanford University)

Consider roles

Changing a course alters the relationships within the classroom, a shift which can be both refreshing and frustrating. As a co-designer of this course and component, you may find yourself teaching, administering, facilitating, or driving the van. The "text" may no longer be something held in the hands of the teacher. The agency volunteer coordinator may be called upon to make in-class presentations, or train a lot of volunteers. Talk to people to determine what kinds of roles they feel comfortable assuming. Work with them to develop the kinds of skills and resources they may need to assume those roles.



For suggestions on how to work with people to develop the kinds of skills and resources they may need to assume different roles, see Chapter 4: *Teaming Up*.



The YMCA at Virginia Polytechnic Institute and Virginia State University (VA) has developed a course, "Project Home Repair" in which students spend 9 hours per week working in home repair and visitation projects in local communities. The course is offered in five departments: Sociology, Appalachian Studies,

Geography, Family and Child Development, Housing, Interior Design, and Management. The suggested reading lists vary by department, and students are responsible for attending at least 12 two-hour seminars which address such topics as Appalachian culture, economic and policy issues in the community, and rural gerontology. Students keep a journal, present two oral reports, attend conferences with the department sponsor, and complete a self-evaluation. The sponsoring agency also evaluates each student.

Strike a balance

In some courses the community service component occupies a lot of time both in actual work and in class discussion and assignments. In others the reading and other parts of the course are primary, the experience secondary. You will have to balance interests, for instance, of an agency which requires a hefty time commitment, a professor who demands extensive reading and writing, and a class full of biology majors who are simultaneously writing medical school applications. You will be required to perform a delicate balancing act.



How do your plans include concepts of cultural difference? What kinds of communities will you work in? Are the cultures of those communities represented in the course syllabus? Is there space for students' discussion of multicultural issues? of different definitions of service? See the section, "Multicultural Education and Community Service" in Chapter 6: *A Closer Look* for further discussion of this topic. See also the examples of University of California, Los Angeles, and California State University, Hayward in this chapter.



At the University of California at Los Angeles (CA), the course "Field Studies and Asian Pacific Communities" prepares students for community work "by exploring contemporary issues facing Asian Pacific communities and various field studies techniques, such as conducting interviews, data collection and analysis, social surveys, and participant observation." Students work in small groups to write term papers on Asian-American communities of their choice. The term paper includes a demographic analysis, a survey of community organizations and institutions, and an assessment of the community's socio-economic or cultural needs.

Keep it simple

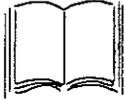
You may want to begin by making community service an option for the course, or working with only a few people in the class for one term. In any case, don't bite off more than you can chew; you may do more harm than good to your partners. If you feel you're getting in over your head, stop, take stock of your position, and re-strategize.



After your project is completed, consider your personal goals. Find your personal mission statement and refamiliarize yourself with your initial goals. Consider writing an evaluation of your experience based on your personal goal statement. Consider the following questions:



- Did I fulfill my personal objectives? why or why not?
- How did my relationships with my partners change during this project?
- How do my current goals compare to my original goals?
- What did I learn about myself?
- What did I learn about education? about action? about combining education and action?



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called
"The
Wingspread
Principles"

PRINCIPLES OF GOOD PRACTICE IN COMBINING SERVICE AND LEARNING

The following section is excerpted, with permission, from the Johnson Foundation's 1989 special report, "Principles of Good Practice in Combining Service and Learning," a compilation of advice from hundreds of organizations and practitioners who saw the need for a common set of guidelines. Copies of the report are available from the Johnson Foundation, Racine, WI, 53401-0547, (414) 681-3344.

The Principles of Good Practice in Combining Service and Learning represent twenty years of accumulated wisdom in uniting education and action. They should be used both as guidelines and as a springboard for further discussion. As general principles, they must be adapted to suit your specific situation. Consider these principles both as they relate to your current community service programs and while you plan. Are these principles consistent with the operations of your community service program? Do they address what you see as important issues in uniting education and action? Try to develop your own principles of good practice for combining education and action.

■ Preamble

We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve. It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both. Those who serve and those who are served are thus able to develop the informed judgment, imagination and skills that lead to a greater capacity to contribute to the common good. The Principles that follow are a statement of what we believe are essential components of good practice. We invite you to use them in the context of your particular needs and purposes.

■ The principles

1. An effective program engages people in responsible and challenging actions for the common good.

Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions should require reaching beyond one's range of previous knowledge or experience. Active participation - not merely being a spectator or visitor - requires accountability for one's actions, involves the right to take risks, and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

The service experience alone does not insure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they have learned. Through discussions with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy and active citizenship. This reflective component allows for personal growth and is most useful

when it is intentional, continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served as well as from peers and program leaders.

3. An effective program articulates clear service and learning goals for everyone involved.

From the outset of the project, participants and service recipients alike must have a clear sense of: 1) what is to be accomplished and 2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of those providing the service as well as those receiving it. Attention to this important factor of mutuality in the service-learning exchange protects the "service" from becoming patronizing charity.

4. An effective program allows for those with needs to define those needs.

The actual recipients of service, as well as the community groups and constituencies to which they belong, must have the primary role in defining their own service needs. Community service programs, government agencies and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed. This collaboration to define needs will insure that service by participants will: 1) not take jobs from the local community and 2) involve tasks that will otherwise go undone.

5. An effective program clarifies the responsibilities of each person and organization involved.

Several parties are potentially involved in any service and learning program: participants (students and teachers, volunteers of all ages), community leaders, service supervisors and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a negotiation process as the program is being developed. This negotiation should include identifying and assigning responsibility for tasks being done, while acknowledging the values and principles important to all the parties involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

Because people are often changed by the service and learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service partnership affects personal development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership and citizenship. In effective service and learning programs, the relationships among groups and individuals are dynamic and often create dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.

7. An effective program expects genuine, active and sustained organizational commitment.

In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, this commitment will take many forms, including reference to both service and learning in the organization's

mission statement. Effective programs must receive administrative support, become line items in the organization's budget, be allocated appropriate physical space, equipment and transportation, and allow for scheduled release time for participants and program leaders. In schools, the most effective service and learning programs are linked to the curriculum and require that faculty become committed to combining service and learning as a valid part of teaching.

8. An effective program includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals.

The most effective service and learning programs are sensitive to the importance of training, supervision and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations should recognize the value of service through appropriate celebrations, awards and public acknowledgement of individual and group service. Planned, formalized and ongoing evaluation of service and learning projects should be a part of every program and should involve all participants.

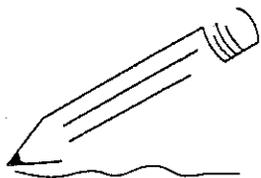
9. An effective program insures that the time commitment for service and learning is flexible, appropriate and in the best interests of all involved.

In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all the parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

10. An effective program is committed to program participation by and with diverse populations.

A good service and learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should make every effort to include and make welcome people from differing ethnic, racial and religious backgrounds, as well as those of varied ages, genders, economic levels, and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation; family, work and school responsibilities; concern for personal safety; or uncertainty about one's ability to make a contribution.

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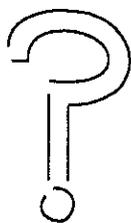
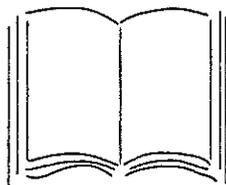
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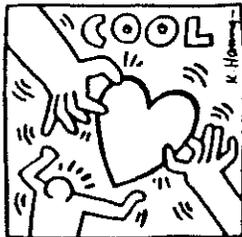
A Guide to Integrating Classrooms and Communities

*Tanya Mariko Lieberman and Kathleen Connolly
for the Campus Outreach Opportunity League*

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Infusing Service-Learning into the Curriculum

Barry Fenstermacher

Edited for the National Center for Service-Learning, ACTION, by Barry Fenstermacher from Dobbs Ferry, New York, as part of "Curriculum-Related Volunteer Service," a concise guide that is one of 14 in a series from NCSL now available from the National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609.

MANY COMMUNITY SERVICE PROGRAMS in high schools and colleges begin as extra-curricular activities designed primarily to provide community service and good will for the schools or colleges involved. As these programs grow, coordinators often discover ways to meet community needs on a more consistent basis. They also become increasingly aware of the educational benefits inherent in community service. When teachers, program coordinators, and agency personnel cooperate to combine learning and community service in the same activity, many new opportunities emerge for students, institutions, and the community.

In these days of increasing concern about educational quality, educators want to be sure that traditional course offerings continue to cover all required material. Some are rightly critical of innovations that might lower quality or standards by reducing class time devoted to basic skills and other essential learning. Yet, classroom teachers and administrators have long been aware of, and committed to, certain types of experiential education that solidify and reinforce work presented in the classroom.

A Development Process

The success of "infusing" service-learning into a high school or college curriculum depends primarily on the ability of teachers, service-learning coordinators, and agency staff to work coopera-

tively on the process described below. Any member of this team can initiate the process; however, the beginning stages rely primarily on the special abilities of teachers or other educators, while the latter stages depend mostly on the skills of the community-based agency staff. Keep in mind that *the goal is to blend service and learning goals and activities in such a way that the two reinforce each other and produce a greater impact that either could produce alone.*

1. Examine the educational goals and objectives of the class or academic department involved. Identify specifically what students are required to learn: the knowledge, skills, understandings, or attitudes listed as course or curriculum goals.
2. Identify one or more specific concepts, objectives, or skills, the achievement of which could be enhanced, reinforced, or otherwise developed through participation in the community service activities.
3. Write one or more learning objectives that describes the desired outcome or impact on the students of a combined service-and-learning experience.
4. Describe in detail the activities that service-learning students might undertake, both in the classroom and in the community, to achieve the objectives listed in Step 3.
5. Design an evaluation procedure to measure student achievement of these objectives. Possibilities include written or oral exams, papers, interviews, questionnaires, observations, skill assessments, or other indicators of learning. (See the chapters of this resource book on assessing students' learning.)
6. Select the most appropriate activities from Step 4 above; if there are several, arrange them into a logical teaching order to fit the course outline.
7. Find or develop community service placements that will provide students with the activities or experiences listed in Step 6. Keep in mind the need to enable students to achieve the service and learning goals established above.
8. Develop a detailed teaching strategy for the course that includes both classroom and community service activities. These will probably include orientation to community service, specific job training, and on-site supervision.
9. Decide who will be responsible for each aspect of the overall service-and-learning experience. Assign appropriate tasks to the teacher, service-learning coordinator, agency personnel, on-site supervisor, and other participants.
10. Design student contracts, reference sheets, attendance records, supervision forms, and other materials required to define,

monitor, and evaluate the project in both its learning and service aspects. Distribute these to the appropriate parties along with instructions for their use.

Program Examples

The two examples presented here, although very different, illustrate how teachers, service-learning coordinators, and agency officials can work together to create efficient and effective programs that combine curriculum-related learning and community or public service.

Case 1: The Department of Gerontology in a large, research-oriented university requires an "Introduction to Gerontology" course for all first-year graduate students. Although successful in traditional ways, the course has recently been "infused" with a community service requirement in order to meet one of the major course objectives more successfully. The *learning goal* for the Gerontology students is to acquire a deeper understanding of the problems encountered by home-bound elderly citizens. The *service-learning activity* through which students are to achieve this goal is a series of weekly visits with home-bound seniors, to provide friendship and personal contact, to identify medical or other needs, and to locate services in the community that can meet the needs of these citizens. This course has been designed in cooperation with the university's Office of Service-Learning, which also assigns and trains visitor teams, monitors their activities, and provides ongoing evaluation for use by course instructors.

Case 2: The high school art department in a medium-sized city recently sponsored student tours of the local art museum. In the course of these visits, Latino students expressed interest in leading tours of young Latino students, with an emphasis on viewing the excellent collection of paintings by Latino artists. They agreed to enroll in the high school's Art History course and to do special preparation on the lives and works of the school's Art History course and to do special preparation on the lives and works of the Latino painters whose works were displayed in the museum. In preparing to lead tours of younger children a year hence, however, the high school students felt that it would enhance their project if the identification signs near each painting were written in Spanish as well as in English. They agreed to translate the existing signs and to add a small amount of information to them if the museum would

pay for the signs. This was agreed to, and the signs now benefit both young and adult Spanish-speaking visitors to the museum. The *learning goal* for the high school students was to become familiar with the leading Spanish painters, their lives and works. The *service-learning activities* which reinforced and extended this learning was the research, writing, and production of the signs, and the leading of tours of Latino children.

Other examples of curriculum-related community service include:

- A high-school Ecology class learning to take and analyze water samples from the local river, offering the results to the town's Water Department, furnishing written reports of their findings to industries located on the river, preparing an article for the local newspaper and radio station, and surveying community attitudes on related ecological issues.
- College bi-lingual students teaching English to newly-arrived refugees.
- High school secretarial students teaching elderly citizens to operate duplicating machines and to lay out a newsletter so they can publish a periodical devoted to issues related to aging.
- University students helping mentally retarded citizens in a group home to dress themselves and to use public transportation.

COMBINING SERVICE AND LEARNING

A Resource Book for
Community and Public Service

Volume II

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Chapter 7

COMMUNITY SERVICE WRITING IN AN ADVANCED COMPOSITION CLASS

Karis Crawford

Background of Practical English

Practical English, as it was originally developed in the mid-1980s at the University of Michigan, was a workshop simulating a business or professional environment by means of extensive peer evaluation, student consensus on writing assignments, and, most prominently, a corporate project devised and executed by the class as a whole (Rabkin & Smith, 1990). Each of these elements of the course was interlocked through a complex syllabus, with direction from the instructor but with considerable input from the workshop members.

Peer evaluation was carried out primarily in four-student editing groups, assigned by the instructor at the beginning of the term with regard for balance of gender and race. Members of each group learned to edit their own writing—an ultimate goal of the course—by editing the writing of their peers, with the instructor monitoring the progressive revision of each assignment. In my management of Practical English, student editors strengthened their grammatical expertise each week from my brief interactive lectures. Material started out simple (comma rules, common pronoun errors) and gradually required more critical thought (patterns of development, sentence variety, transitions).

Writing assignments were varied to simulate the multiplicity of writing modes that students might encounter in life beyond college, and students worked on assignments of different length simultaneously. For example, I set up ideas for letters to the editor or letters to public officials by playing a videotape of a controversial segment from a recent television newsmagazine program. Students could adopt the persona of any of the people involved in the controversy or they could voice the concern of an irate citizen of their own description. We did memos, press releases, process descriptions, and prospectuses in a similar fashion, always reaching consensus in class on the purpose, audience, and length of each assignment.

A key set of four assignments centered on rotating formats: the four members of each editing group attended an event together. Then one member wrote a 250-word summary, one wrote a 60-second radio commercial, one wrote a 500-word newspaper review, and one wrote a 1000-word critical analysis. For the second event, the assignment rotated, so that after four events each member had cycled through all formats. As the instructor, I set the events (Let's Go to Dinner, Let's Go to a Movie, for example), but the students were

free to pick their venue and accommodate their schedules. In peer editing this set of assignments, we often regrouped the class so that all the summary writers edited each other's summaries, all the commercial writers edited each other's commercials, and so forth (Rabkin & Smith, 1990).

The corporate project was the term-long assignment, and the tenets of the course required that it include everyone in the class, involve substantial writing and speaking, and address some social need outside the classroom. This project went beyond editing-group boundaries and was totally open to class decision; I turned over all debate to the students themselves. With varying levels of commitment and of success, sections in different terms chose a wide range of corporate projects: a booklet of interviews with senior citizens, a multicultural fair for elementary students, a newsletter for Michigan troops stationed with Operation Desert Storm, a drug-abuse education program for middle-school youth. Between the corporate project and the series of overlapping assignments throughout the term, each student produced finished prose of about 25 to 30 pages, not including mandated drafts.

I taught a number of highly successful sections of Practical English in this form between 1988 and 1992, attracting primarily seniors. These students, drawn from many departments, needed to fulfill an upper-level writing requirement and wanted to gain skills for the workplace. Clearly, Practical English, even in its original form, accomplished many of the goals of service-learning by empowering students to direct their own education and by basing that education in the world outside the university. The course was very popular and became known on campus as an excellent path to writing improvement.

Problems with Practical English

Frequently during these years of Practical English some members of each class would propose specific community service as a corporate project only to be voted down by students intent on producing an independent creation. For instance, a proposal to write a booklet on handicap accessibility needed by the campus Services for Students with Disabilities lost narrowly one term. In another term a student's idea of leading tours and writing brochures for a local museum was defeated. As successive classes of Practical English opted for innovative projects, finding a totally new one became more difficult for students.

In addition, although the course received high marks in standardized evaluations (consistently above 75th percentile), students regularly made two complaints. First, the fundraising imposed by the costs of printing and distributing written materials or producing programs was burdensome. Almost all students had participated in fundraising for extracurricular organizations on campus and wanted their advanced composition course to be directed more toward writing. Second, the inevitable haggling over the choice and execution of a project conducted by up to 40 people could get exasperating. In lively classroom interchanges, I always pointed out the utility of such group experience for the workplace. Students accepted this argument but still repeatedly found the level of uncertainty and of bickering too high.

The Role of the Office of Community Service Learning

In 1992, when I was seeking alternatives for a corporate project, the work of the Office of Community Service Learning at the University of Michigan came to my attention. Though this office knew of no individual local agency needing the writing skills of the 30 to 40 students in a section of Practical English, the staff were able to formulate a list of 12 community service agencies that had writing needs and from which small groups within a Practical English section could choose. These agencies, all near campus or on the city bus line, included the county child care network, a tutoring program, two teen crisis centers, a shelter for battered women, the state Department of Social Services, the local chapter of the American Red Cross, a network for low-income youth, a prisoner reintegration agency, an anti-racist education office, and an agency for women re-entering the job force in midlife.

The Office of Community Service Learning provided a brief description of the written work needed at each agency as well as the name and number of a person who had agreed to serve as liaison. These established agencies, it should be noted, deal with clear-cut social needs in the community and are not significantly oriented toward student internships in writing. But because students would not be doing their writing assignments at the agency sites, less agency supervision would be required than with some other forms of service-learning. The situation was nearly ideal for a first run at community service learning for an advanced writing course.

A Study of the Effects of Service-Learning

In the first term that I tried community service learning, I was teaching two sections of Practical English and decided to investigate whether writing as service-learning enhanced the level of academic engagement amongst my students. The syllabi of the two sections I studied were identical in content except that the control section did a standard self-initiated independent corporate project and the experimental section was broken up into small groups to write for nonprofit agencies. There were 32 students in the control group and 30 in the experimental group.

In *both* sections the students followed the curriculum described above. They completed the demanding series of classroom assignments, including writing memos, letters, critical analyses, reviews, summaries, press releases, and other forms commonly used in business and professional life. Also in both sections, students participated in class sessions on techniques for writing improvement and worked with four-person editing groups for intensive revision and peer evaluation.

In the *control* section I asked each student to come up with a proposal for a whole-class corporate project. Students then narrowed down proposals in their editing groups and eventually settled on one class project: a booklet on campus life targeted at first-year students. Unable to agree on one subject for this booklet, the class decided to be all-inclusive, dividing themselves up into committees by interest to research and write segments on restaurants and night spots in town, housing possibilities, computer and library resources, campus organizations, medical and dental services, and museums and theaters.

For the *experimental* section the four-person editing group also served as the community project group, and each editing group wrote a proposal bidding on the agency the members preferred. The class then decided to run a lottery to see which editing group would be assigned to which agency. There was some shifting and trading, but at the end of class each editing group had a community project from the list. The agencies required several different kinds of writing, including brochures, newsletters, grant proposals, and letters to potential donors.

The structure was well suited for outcomes comparison. Students in both sections had the same instructor, the same syllabus of assignments, and the same method of determining grades—primarily by student peer evaluation. The student demographics of the two sections were very similar. The only difference between the sections was the nature of the outside writing project.

Results of the Study

With the assistance of the University's Center for Research on Learning and Teaching and the Office of Community Service Learning, I modified the standard machine-read questionnaire used for course evaluation so that it focused more on service-learning issues. I found that student ratings of the course and of the instructor were nearly identical in the two sections (both about 90th percentile) but that, statistically, the students who did service-learning writing projects had significantly higher ratings for the following items:

- Class meetings are stimulating and informative
- I create my own learning experiences in connection with the course
- I learned to tailor my writing to demands of external groups
- I can now apply academic learning to real world situations
- Written assignments make students think
- I reconsidered many of my former attitudes
- I developed greater awareness of societal problems
- I became interested in community projects related to the course

It is noteworthy that the median scores for 18 of the 20 items favored the community service writing group.

Another measure of the effectiveness of the service-learning writing projects was the grades, which were assigned mainly on the basis of peer assessment. The average grade for the two sections was virtually the same—just below B+. Service-learning students' learning about writing did not suffer because they happened to be involved in writing for community agencies.

In written evaluations the majority of students were enthusiastic about service-learning:

"I was glad that Prof. Crawford saw the importance of implementing community service learning as a part of English 329. I have since become quite involved in other aspects of volunteerism at the agency."

"The community project was good for leadership skills, insight

into group process, writing skills."

"Please continue the community service projects. Some may do this after the term ends."

"Students are constantly being asked to use their minds rather than letting the professor do their thinking for them."

"The community project helped us utilize our collective writing skills and styles."

Problems with Community Service Writing

The experimental section, though generally satisfied by their service-learning, also had frustrations:

- One of the eight editing groups reported having great difficulty getting in touch with the contact persons at the community agency. A month into the term, they asked for permission to work on an alternate service-learning project: editing an endangered species update brochure that a group member knew about. The class and I approved, and this editing group's booklet of interviews with professionals around the country in natural resources was submitted to the University of Michigan's School of Natural Resources.
- A second group never was able to gather adequate material for a social service agency brochure because of the director's very busy schedule. This group finally did a mock-up based on what information they had, leaving space for the agency to add information. We discussed in class the consequences of poor communication and the lack of perfection in many work situations.
- Another editing group's contact person at a health agency gave the students instructions for writing flyers only to discover that her supervisor would not approve the format of the completed work. Two-thirds of the way through the term, this editing group had to start again, but they did rewrite the flyers to the agency supervisor's satisfaction.
- The group that worked with an anti-racist center on campus found that some of the political views expressed by the center were more radical than their own. The material they submitted was edited by staff at the center, but the final brochure was acceptable to both the center and the students. The students learned that even well-written material can be altered by the boss, and they defined the line that they would not cross in maintaining their personal beliefs.
- Two groups complained that there was unequal distribution of work. This problem, which is endemic to any multi-learner classroom project that encourages independence, was discussed in class and in my office.

I encouraged students to confront the issue squarely in their groups, and I assured them that I knew who was slacking and who was working. My undocumentable impression is that slacking occurs less in small-group community service learning than in a whole-class corporate project.

- After the term, I discovered that two groups (which had created attractive brochures for a child care network and a teen crisis center, respectively) had failed to submit their final product to the community agency, even though they had submitted copies to me for course credit. I had to do some fast phoning and delivering to ensure that future service-learners would be welcome at these sites.

Refining the Service-Learning Guidelines

I was delighted by the student response to service-learning and believed that the problems were solvable with some minor adjustments. Because I saw service-learning as a highly effective means of teaching advanced writing and of preparing students for their lifetime roles in society, I made writing for nonprofit agencies a standard feature of my Practical English course, totally replacing the corporate project model. I learned several lessons from my first try at service-learning:

1. *Flexibility in agency assignment makes everyone happier.*

Since the most successful service-learning projects that came out of the comparison term were generated by editing groups that included a student who was previously a volunteer for that agency, I now allow students to group themselves as they choose for community service writing. I set the number of students at any one agency between two and six and present the list of preapproved agencies, giving a summary of the mission and writing needs of each. I also open up discussion about other agencies for which students may already do volunteer work, and then allow some class time for small-group meetings and for organizing groups by name on the blackboard. One student last term, for instance, knew that the county Council on Aging needed resource list updates. Another student had a relative at an international relief agency that needed volunteers to write grant proposals.

This process of choosing agencies may take part of two or even three class sessions, but I find that it is worth the time. When I allow students to group themselves by interest, there is much more enthusiasm about doing a good job. I still assign students to four-person groups for editing, but the community project groups are not identical with these (though they certainly may overlap). Students have, therefore, an assigned set of peers for editing of weekly assignments plus a self-selected set of peers for the community project. They can get writing feedback from both sets, as well as from the instructor—an arrangement that simulates in many ways the diverse groupings they might encounter in the workplace.

2. *Accountability is essential.*

I now hand out the following questions (Sigmon, 1990) to fix in students' minds the responsibilities borne by each partner in community service learning:

- a. Who initiates the task to be addressed?
- b. Who defines the task?
- c. Who approves the methods used in doing the task?
- d. Who monitors the daily or weekly task activities?
- e. To whom is the server responsible in the community or agency?
- f. Who determines when the task is completed satisfactorily?
- g. Who benefits if the task is done well?
- h. Who decides that a server doing a task should be withdrawn from the work?
- i. Who owns the final product of a server's work with the community or agency?

In our class there could be one of seven answers to each of these questions:

- The service-learner (student in Practical English)
- The faculty member
- Office of Community Service Learning
- Staff members at the chosen community agency
- The director of the chosen community agency
- Those served by the agency; the community
- Other

In discussing these questions and answers in class, students need to be reminded that service-learning goes two ways: the agency gets writing done and students learn how to do that writing. When students themselves in their community project groups decide on accountability, they feel more bound to complete their service. They also move away from the notion that the agency contact is supposed to guide them each step of the way.

3. *Progress reports keep students on track and keep them thinking.*

In the comparison term, the first time I used service-learning, I did require occasional oral reports in class plus a written midterm report and a final portfolio of all materials produced from both the control and the experimental sections. As many experienced service-learning educators have found, however, the reflective element is what promotes learning and, eventually, civic responsibility in service-learning programs (Newmann, 1989). Students need to talk and write about the mission of each agency and about how the student work contributes. I now require a detailed timeline for community project work as soon as each group has made an initial contact. The student groups, in consultation with the agency, determine their parameters. From seeing the timelines, I can suggest refinements in content or length of the writing proposed. We then have mandatory weekly oral reports in class, a written midterm progress report, and a final portfolio.

When I presented in class the problem of final community projects not

...ing them, my students suggested that I make a check, and I have adopted the plan they came up with. Each group prepares a letter to its agency, giving my phone number and asking if the writing agreed upon has been completed satisfactorily and submitted; I then mail these letters to the agencies near the end of the term. Students' grade reports are withheld if I receive a call from the agency that the written work was incomplete or unsatisfactory.

An Instructor's View of Community Service Writing

Service-learning has reinvigorated my teaching of Practical English. I was convinced long ago of the value of assigning writing that replicates the writing students would have to produce in business or professional life; the previous corporate-project model accomplished this. But when students write materials that will actually be used by the agency they are working with, they are much more careful than they are with a booklet of limited distribution or a skit with a limited audience. They find themselves seriously considering issues of tone or reading level as these relate to the language chosen for a brochure or letter. They attend more to grammar and mechanics of presentation. They also have, for their job-hunting portfolios, impressive materials that are in circulation. In the Winter Term of 1993, for example, my Practical English students produced:

- A donation brochure for the local chapter of the American Red Cross
- A volunteer recruitment pamphlet for a shelter for battered women
- A series of donation letters for a crack cocaine rehabilitation center for women and their children
- A publicity campaign for a children's hospital
- A history of a center for troubled teens
- A grant proposal for a hunger relief agency
- A legislative newsletter for the county child care network
- A series of brochures on community resources for the local Council on Aging
- A volunteer recruitment pamphlet for the state Department of Social Services

Students who have been accustomed to having the rules of each term paper spelled out for them suddenly find themselves figuring out, collaboratively, how to condense seven pamphlets on different types of donations into one simple pamphlet or how to organize information on current legislation at the national, state, and local levels into a comprehensible series of articles for a newsletter. Although the previous corporate-project model for Practical English sometimes also required such initiative, service-learning projects have the added accountability factor: what the students decide must be acceptable to the agency, not just to the students themselves or to the instructor. I insist that they try a draft before coming to me for help, and, indeed, most students relish the independence and the chance to integrate skills from other courses—marketing, sociology, art, journalism, organizational behavior.

The vast computer resources of the University of Michigan allow my students to produce high-quality brochures, newsletters, and flyers that some nonprofit community agencies could never afford otherwise. Agencies are

presented with camera-ready copy or such materials. In addition, data banks of prototype letters, for example, can be created on disks that an agency's computer accepts, so that the writing can be accessed long after the service-learning term ends.

Although situations have varied, most agencies have invested a minimal amount of time each term (two to five hours) explaining their needs to students and have received, I believe, a reasonable amount of writing work from students in return. As agencies build up a trust of Practical English students from several terms of service-learning contact, liaison should be easier.

Service-learning students become aware of the load that nonprofit community agencies bear. They perceive quickly that they cannot expect the agency contact to coddle them through their assignment. They sometimes get deadlines shifted from under them or requirements changed. These are the situations that students will find in the workplace. Despite the inevitable frustrations, one of my service-learning students found his experience writing letters for a women's shelter so rewarding that he now wants to start a movement on campus to make a service-learning course or project mandatory for graduation. We'll see what comes of that idea. Meanwhile, my sections of Practical English have become even more practical.

Book Review

by M. Katie Egart

Successful Service-Learning Programs New Models of Excellence in Higher Education

edited by Edward Zlotkowski

Bolton, MA: Anker Publishing Company, Inc. 1998. Pp. 231. \$35.95 ISBN 1-882982-16-9

This collection of program portraits by administrators of service-learning programs in higher education is a well-written survey of strong institutionally supported service-learning programs. Ed Zlotkowski, Founding Director of the Bentley College Service-Learning Project, selected ten programs which include a diverse range of institutions including two small liberal arts colleges (Augsburg College, Bates College), a pre-professional school (Bentley), a historically Black institution (North Carolina Central University), two religiously affiliated schools (Providence College, Santa Clara University), a community college (Brevard Community College), two research oriented urban institutions (University of Pennsylvania, Portland State University), and a state institution (University of Utah). Though titled "successful programs," the criteria for rating a program a success is not clear. What appears to be common among these programs is the high level of commitment from the institution to support service-learning. The editor states that "institutional relevance, academic integrity, and adequate faculty support" (p. 11) are the key measures to successful institutionalization of service-learning programs. Though these are clearly some of the critical elements of a successful service-learning program, I would hesitate to deem a program successful based only on these factors. This perspective is "academe-centric," if you will, as it leaves out community and student input (how are the students/community involved in the design, administration, and evaluation of the program?) and educational outcomes for both the communities and the students. Is it the same thing to say that a program is institutionalized successfully and that it is a success educationally? One would hope they are the same, but this aspect of success is not addressed directly. Zlotkowski sees service-learning as the most promising path to educational renewal, a renewal charac-

terized by a radical shift in the way that education is practiced and in the way knowledge is acquired and used. Given this view, the programs selected for inclusion here demonstrate, at least, that these particular schools have shaken off institutional paralysis, and to a great extent, have embraced this shift in an educationally integrated way. Yet, the voices of the communities that surround these institutions are silent: a practice all too common in the design and implementation of service-learning programs. In this book we hear *about* communities, but not *from* them.

With that said, these service-learning programs nevertheless form an impressive group with significant community partnerships. Each chapter, written by directors or principals in each respective program, describes the history of the institutionalization of their program as well as its current structure in interesting detail. The emphasis is on the specifics: funding, organization, budget, faculty involvement, course offerings, and staffing. The large and useful appendix even provides examples of administrative forms used by some of the schools. What is clearly a common characteristic is the absolute commitment of the highest levels of administration to service-learning — a commitment that includes adequate funding. None of these programs would exist in their present strong form without it. However, even of these exemplary programs, only one school, Portland State University, has actually revised faculty promotion and tenure policies to incorporate (and reward) service-learning teachers. The complete documentation of their policies is also included in the appendix. This could be most useful for schools who are ready to make this kind of institutional commitment.

Of particular interest in the program descriptions is the historical path leading to the current version of service-learning programs in each chapter. The institutional priorities which shaped these programs serve

as a good illustration of the competing definitions and directions in philosophies in the field today. The Augsburg College program, as described by Garry Hesser, Director of the Community Service Learning Program, emerged from a historical commitment to experiential learning and community engagement in the sixties. This led to embracing cooperative education in the seventies and eighties, and then to a focus on service-learning in the last decade. Likewise, Beverly Jones, the Director of the Community Service-Learning Program at North Carolina State, points out that her institution's program is a return to its earlier commitment to community service, born in the Civil Rights movement of the fifties and sixties, abandoned in the early days of desegregation. In contrast, Bates College's Center for Service-Learning only recently formed with the purpose of balancing the traditional liberal arts "world of the mind" with the trend in our culture to be more pragmatic, to enable students to "experience the direct relevance of ideas to the real world," according to James Carignan, Dean of the College (p. 45). Bentley College developed a service-learning program in the interest of educational reform, taking up the challenge of Ernest Boyer's 1994 *Chronicle of Higher Education's* opinion piece calling for the "New American College" where "classrooms and laboratories would be extended to include health clinics, youth centers, schools, and government offices." (p. 1) Zlotkowski notes that at Bentley, the student body as business students, come in with a priority of "making money" over socially oriented values more common at liberal arts institutions. His goal is to begin to close the gap "between those who manage wealth and those who nurture people." (p. 80) Amy Driscoll, the Director of Community/University Partnerships at Portland State University, highlights their metropolitan setting as a "text" for fulfilling their urban mission. The merging

of curricular innovation and community partnerships matched twin commitments to educational reform and community service.

The notion of solving problems in the urban area to which the institution is inextricably connected, is the extremely pragmatic focus of Penn's Center for Community Partnerships, as well as the Brevard Community College Service-Learning Program. These schools recognize that the school and the community are mutually dependent on each other. Lee Benson, Professor of History, and Ira Harkavy, Director of the Center for Community Partnerships at the University of Pennsylvania, recall Dewey's exhortation that "advances in knowledge occur through a focus on the central problems of society." (p. 124) As a community college, the Brevard Center for Service-Learning's mission specifically responds to *Principles of Good Practices of Service-Learning* put forth by Robert Sigmon and states that the center will "make these reciprocally beneficial (for student and community) service-learning opportunities available to as many students as possible." (p. 84) Roger Henry, the Director of the Center, emphasizes that, unlike most four year institutions, the advantage of having a student body that lives in the community in which it serves, adds a unique, grounding aspect to the entire program.

Richard Battistoni, the Director of the Feinstein Institute for Public Service at Providence College, frankly admits that it was money, in the form of an endowment, that was the instigator of the Center which, in a sense, "forced" that institution to find a way to integrate community service into the academic curriculum, though it built easily on a foundation of engaged faculty and students as well as a strong historical commitment to community service. A feature of this program, as described, is that the definition of service is not assumed. Students here are encouraged to interrogate the meaning of service as a critical piece of the program. Service-learning at Providence College has not only become the centerpiece of their liberal arts curriculum but the program has become a well-known model of service-learning attracting nationally known leaders in the field, producing texts, and defining a major and minor in community service. An endowment also gave birth to the Lowell Bennion Community Service Center at the University of Utah, the only example in the book of a program based in

the student affairs side of the hall. As one would expect, this program emphasizes the development of student leadership. Irene Fisher, Director of the Lowell-Bennion Community Service Center, contributes much to the discussion of where service-learning should be located in the university and how fruitfully to engage faculty when the program is located in a non-academic area. The appendix includes their "WOW" document ("whether or why to institutionalize service-learning within academic departments" p. 223). This document focuses on the educational goals of "active citizenship" and "socially responsive knowledge." For the many schools who have a strong community service program in Student Affairs, this document would be helpful in making the case for stronger ties to the academic program.

Based in a spiritual tradition, the Santa Clara University's Eastside Project was inspired by the Jesuit calling to promote justice in working with the poor and disenfranchised. A central tenet of the Eastside Project is community empowerment, through active participation in shaping the service-learning program itself. This program, from the first, saw the university and the community as partners, collaborating to learn and teach each other. William J. Wood, S.J., former director of the Eastside Project, states that the program was specifically designed to "create a partnership between Santa Clara University and the community of voiceless and powerless people who are excluded from society's benefits . . . [they] envision . . . graduates who will serve as a leaven in the evolution of a critical mass of those who, whatever their profession or status in society, will have the compassion, conscience, and competence to act in solidarity with the poor and most neglected members of society as critically thinking agents of change committed to the fashioning of a more humane and just world." (p. 192) This program is a strong illustration of the social justice goals included in some philosophies of service-learning.

These diverse programs each arose from a particular philosophical brand of service-learning: as educational reform, as engaged citizenship, as practical application of theory, as a form of experiential education, as student leadership development, as an academically connected community service program, and as an oppor-

tunity to promote social justice.

A phrase that Beverly Jones of North Carolina State University used in describing the background of their program caught my attention. She explains that a basic idea in African-American notions of community service is the idea that "individual identity is communal." (p. 110) This seems to be in direct opposition to the explicit and implicit honoring of the individual, *apart from community*, that is the dominant model in most of our higher educational institutions in this country. How would introducing this notion influence how we teach and learn in community settings? How can service-learning programs engage faculty, students, and community members in exploring what is meant by "individual identity is communal?" There are creative ideas about developing community which come from non-dominant cultures that could contribute to the evolving definitions of the field of service-learning. I look for these voices in the literature, but they are hard to find.

It is necessary to go beyond the narrow confines of service-learning literature to search out and investigate the literature of these cultural (and educational) "outsiders" if we truly want to reform education, seek justice, and solve problems within and across communities through service-learning. For instance, if we are coming from a social justice model, whose communities do we look at? Those who have fought for justice like civil rights, women's, gay, and disabled communities? If we are focusing on democratic citizenship, we could be looking at local community organizing efforts around education, the environment, or urban renewal. In terms of developing the concepts of compassion and altruism, world wisdom traditions have much to offer: Catholic liberation theology, Dorothy Day's Catholic Worker movement, and the practice of Engaged Buddhism, all have a body of literature focused on developing compassion leading to liberation, *here on earth*. One of the great benefits of experiential education of all types, but of service-learning in particular, is that the teachers and texts are out there, in the community, allowing individual learners to engage in a literal relationship with learning. Students, faculty, and administrators would do well, it seems, to acknowledge and privilege community voices in the actual direction and management of their programs.

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Perhaps it may be too soon to declare these relatively young programs successes, for as Amy Driscoll of Portland State University comments, "It is not a finished story. There is potential for both successes and failures ahead. There are untried approaches and unforeseen problems in the process, and there are both certain and uncertain outcomes." (p. 151) However, they do represent strong forces in the movement toward community connected teaching and learning. The programs described in this book should help those of us in higher education — faculty, administrators, and student leaders — understand the diverse focuses and formulations of service-learning programs, as well as how they can be fully embraced academically.

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National Society for Experiential Education