WISE PROJECT
The Writing Initiative for Service and Engagement

CONTENTS

Welcome to the University of Colorado Boulder's Program for Writing and Rhetoric (PWR) service-learning and civic engagement project.

The Writing Initiative for Service and Engagement (WISE) began in 2008 with the help of the Office of Service Learning and the Institute for Ethical and Civic Engagement. The PWR received a "Model Project" Grant from the IECE to incorporate service-learning and civic engagement throughout its curriculum at the lower and upper levels. We currently have about twenty faculty members teaching service-learning or civic engagement based writing courses.

Students in WISE course sections research and produce written, spoken, visual, and/or multimedia projects that directly benefit university, area non-profit, or governmental agencies. Course assignments combine traditional academic research and readings with fieldwork to enrich the educational experience and encourage students to understand the real world applications of rhetorical situations and theories.

Instructors, students, community members, or nonprofit agencies with questions about the University of Colorado WISE Project can contact the project's founding coordinator by email or mail:

Veronica House, Ph.D.
Associate Director for Service-Learning and Outreach
Program for Writing and Rhetoric
317 UCB
University of Colorado Boulder
Boulder, CO 80309
veronica.house@colorado.edu

The Program for Writing & Rhetoric *at the* University of Colorado Boulder

What is Service-Learning?
Written by Veronica House

Service-Learning is a form of experiential education that integrates academic instruction and regularly-scheduled critical reflection with educationally meaningful community-based work that is appropriate to curricular goals in order to enrich and enhance the learning experience, teach civic engagement, and meet community-defined needs.

Service-learning is NOT: Service-learning is not simply volunteerism. It is not a field trip or one-time event. It should not be an add-on or extra credit. It is not "merely logging a set number of community service hours in order to graduate from the university; compensatory service assigned as a form of punishment by the courts or by school administrators; one-sided, benefiting only students or only the community." (Drawn from the National Commission on Service-Learning)

PWR Criteria for Effective Service-Learning Courses (in compliance with university and national standards):
Educationally meaningful service experience is clearly and explicitly integrated into the academic curriculum through readings and assignments and is linked to the teaching and learning goals of the course. Connections between academic and community-based work should be clear, as evidenced by syllabi and assignments.

Students participate in **structured critical reflection**, analysis, or synthesis of their community work in light of particular learning objectives. The balance of reflection and action allows a student to increasingly engage in deeper and broader examination of the issues with which they are engaging.

Service-learning activities are designed in **collaboration with community** representatives, serve genuine community needs, and are reciprocal in nature. "**Reciprocity** suggests that every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients." (Jacoby, 1996)

Evaluation/Assessment of the partnerships and achieved learning outcomes occurs throughout the semester.

Instructors can achieve desired learning outcomes through the integration of academic, civic, and personal learning goals. The duration and intensity of the community work should be sufficient to produce meaningful academic, civic, and personal outcomes. Some instructors will choose to integrate service-learning throughout the entire course; others will choose to teach a unit that has students working with or for community partners on a particular writing or digital project. Some classes ask students to work at the community site; others ask students to generate genre-based projects with or for the community partner. The writing products from WISE courses also vary widely based on the course goals. Students may, for example, write a research paper about the social issue their community partner addresses, write a grant for the community partner, create a digital story for the partner's website, or produce a piece of multimedia rhetoric for marketing purposes.

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Designing Your Course
Written by Veronica House

I. Questions for Service-Learning Course and Syllabus Design (these elaborate on the criteria listed above)
Pre-Course Planning Questions:
What are the instructor's motivations for doing service-learning?
What are the course objectives? What organizations in the community could help students achieve that learning?
How will the instructor maintain the academic rigor of the course while expanding the learning objectives to include new objectives related to the service-learning work?
Why target a particular level of student, i.e. first-years, upperclassmen, graduate students?
What are the student abilities and learning goals at each level of writing course?
How can the instructor teach community-based genres that intervene in public discourse?
How can the instructor encourage students to connect more deeply to the campus and Front Range communities?
How can the instructor create assignments that connect students' burgeoning knowledge with community partners' depth of local knowledge to generate new knowledge together, particularly to benefit disenfranchised members of the community to work toward social justice?
How do instructors connect academic research and information literacy to the students' work and research at the non-profits?

Addressing the above questions during the planning stages of the course will help to ensure the validity and importance of the community-based work that students perform. Instructors should fully integrate community-based work with traditional coursework, and syllabi and assignments should reflect this synthesis.

II. Courses in which the student works at the community-site
Pre-couse planning--Logistics:
The instructor forms associations with service-learning partners, distinguishes for the partners the difference between volunteers and service-learning students, and provides the syllabus and relevant assignments so that each partner under-stands the scope of the course and what he will be responsible for.

Does the non-profit want to work with students in the capacity the instructor needs? Is the work they want done appropri-ate for a writing course?

Do students have cars? Are the non-profits on bus routes that students can access easily?
What are the required training hours at the site before a student can start work? What are the weekly hour requirements? Is there a required orientation on a set day?

What will happen when the course ends – to the projects students were working on or to the people the organization helps? The instructor prepares an exit strategy so that if the student leaves after the semester ends, the non-profit is not left with an incomplete or unsatisfactory product. The instructor should be clear with the non-profit about course dates and when students will have to begin and end work.

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Designing Your Course (cont.)
Written by Veronica House

II. Courses in which the student works at the community-site (cont.)
First week of the semester:
The instructor creates clear connections between coursework and community-based work. These should be clear on the syllabus. The course description should articulate how the community-based component works. It should reveal clearly what the community component entails and how it will enhance PWR curricular goals and foster civic learning. Course objectives clarify for students what service-learning outcomes the instructor will measure. The syllabus provides a description of the service-learning assignments and an overview of the grading policy, which includes a discussion of who will evaluate the student's community work. This overview should connect course objectives to the allotted percentage points that faculty assign projects, papers, journals, presentations, etc.

Instructor defines service-learning in terms of what it is and is not, (i.e., instructor clearly distinguishes between charity/volunteer work and service-learning), explains relevance to the course and expectations for students' learning, the type of community work the students should perform, the number of hours required in the community, the distribution of hours over the semester.

Instructor explains the steps students must follow to locate and/or contact service-learning partners. Instructor tells students about appropriate clothing, that they should not to give out their phone numbers, whether it is better to go in groups, and about any other safety concerns.

During the semester:
Students provide information to instructors about who their service-learning partners are and give instructors specific contact information for the site coordinator. Students keep track of service-learning hours, providing documentation and proof to instructors, when asked.

Instructor bases at least some of the class's writing assignments and discussion time on community-based learnings. Instructor defines and assigns multiple critical reflection writing assignments that encourage critical thinking about personal growth, civic learning, and/or academic learning.

Whether the majority of student work is direct or indirect service, some direct contact with the community partner such as listening to a speaker from organization, going on a site visit, performing service, and having direct contact with client is necessary. The amount of contact will vary with the course.

Outcomes and Post-Course Assessment:
Students should make realistic promises to the non-profits. If a student is leaving after a semester but the project must go beyond the semester, the instructor should think about creating multi-semester projects. At the end of the semester, the instructor will contact agency representatives to verify students' hours and the quality of their work. She can also ask what worked and how to improve for the following semester. This is the time to take stock of what happened and assess with community partners and students: What needs to change/be added? How can the instructor better communicate with his partners/students? Which partners worked well/did not work? The instructor will begin to gather a list of partners and/or projects for future semesters.

4

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Designing Your Course (cont.)
Written by Veronica House

III. Genre-based service-learning courses and projects

A genre-based service learning project focuses on a major deliverable that aids a university or community organization in accomplishing its mission and that develops a student's understanding of important features of writing (e.g. professional communication, grant writing, digital media). A deliverable can be, for example, a substantive consulting report, grant application, or digital media project. This version of service-learning involves close interactions with a community partner and the production of a deliverable, but it is not driven by logging a certain number of hours or general activity in an organization.

Pre-course planning--Logistics:

The instructor contacts potential partners in advance of the semester, and discusses potential projects that can yield, for example, a consulting report or grant proposal. Key issues to be discussed include whether the project idea or grant opportunity is suitable in scope for a semester project, meets or supports course goals, and involves information or materials to which students will have ready access. Based on these discussions, the instructor drafts a fairly detailed project description (usually 400-500 words) that specifies project goals, constraints, and desired outcomes or deliverables. After the partner has revised and then approved the project description, a portfolio of potential projects is then prepared for the students.

First Week of the Semester:

The instructor creates clear connections between coursework and the partner projects. Such connections should be clearly articulated in the syllabus. The instructor should discuss what the service-learning component of the course entails and how it will enhance PWR curricular goals and foster civic learning and engagement. Partner projects should be discussed in detail to promote an understanding of why they are different than more traditional course deliverables and why they are central to the overall course design. The instructor discusses protocols for partner communication and project management.

During the Semester:

Early in the semester, students rank their project preferences based on the portfolio or project options developed prior to the beginning of the course, and the students are organized into teams.

Intermediate or benchmark assignments during the course of the semester keep the students on track with their client projects. Such assignments can include an intermediate design review and client presentations, prior to the submission of the final deliverable (e.g. consulting report, grant proposal, multimedia project). However designed, these intermediate assignments provide occasions to monitor partner communications and project management, as well as progress on the project itself.

The instructor will provide several explicit opportunities for critical reflection that encourage critical thinking about how the partner projects contribute to personal growth, academic learning, professional training, and civic awareness and engagement.

Designing Your Course (cont.)
Written by Veronica House

III. Genre-based service-learning courses and projects (cont.)
Outcomes and Post-Course Assessment:
The instructor will provide specific instructions about the submission of deliverables to the partner. The instructor will follow up with partners to thank them for their participation and to review how well the submitted consulting reports, grant proposals, multimedia projects, or other deliverable met the partner's expectations.

The end of the semester is an appropriate time to plan for adjustments in the course design or in the nature of future projects. Potential new partners should be identified and developed in anticipation of the coming semester.

Things to Consider When Choosing and Working With Community Partners
Written by Veronica House

Before the Course Begins:
Is the site doing work that will lend itself to a connection with your course?
Will the students' work at the site lend itself to reflection on the connection with course work?
Will students be doing course work that is tied to the organization's mission?
***Sometimes we have to be willing to change assignments or even whole parts of a course because our desires are not realistic. Sometimes we have to determine that we cannot work with a particular partner because their needs are too different from our own.

Once you have compiled your list of possible agencies with whom your students may work, contact the agency to explain your course objectives, to find out all of their orientation and work requirements, and to make sure that what they need and expect is appropriate for your course. The agency representative may not have heard of service-learning or may not understand what it really entails. Communicate this to them up front so that there is a guarantee of educationally meaningful work for your student to do. Explain the semester timeline, course goals, and determine the capacity in which your student can help them.

Determine before the course begins how you will evaluate your students' work and experience. How will the site work relate to the course grade? Put this in your policy statement or syllabus. What will you do if a student meets the learning objectives but not the site objectives or if he does well in the academic part of the course but does not complete his service hours? (See "Course Planning" for ways to avoid this).

The ultimate question is what is the desired impact on us as faculty, the students, the university, and the community, and how can we communicate this effectively with the community partner to create a mutually beneficial relationship?

In the First Few Weeks of Class:
Send another email or letter to the agency stating that you have a student who has chosen to work with them. Give your contact information again. Some instructors choose to send a formal work contract that the agency representative, student, and instructor sign.
You can monitor the student's work once more or several times throughout the semester with an email or a phone call to the agency. You could send a mid-semester progress report to check student attitude, initiative, dependability, and respect.

At the End of the Semester:
Contact agency representatives to verify students' hours and the quality of their work.
Some instructors have their students write thank you letters.

This is the time to take stock of what happened and assess with community partners and students:
What do you need to change/add?
How can you better communicate with partners and students?
Which partners worked well/did not work?

Remember that these relationships are not static. They require frequent attention due to change of personnel, resources, or clients. We must be willing to be flexible and adaptable. Partnerships are in constant flux; creating solid ones is an ongoing process.

Things to Consider When Choosing and Working With Community Partners (cont.)
Written by Veronica House

From the Community-Campus Partnerships for Health (CCPH) "Principles of Good Community-Campus Partnerships":

- Partnerships form to serve a specific purpose and may take on new goals over time.
- Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- The partnership balances power among partners and enables resources among partners to be shared.
- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.
- Partnerships can dissolve and need to plan a process for closure.

The following ideas come from Bob Bringle and Patti Clayton's presentation, "Beyond Reciprocity: Investigating Transactional vs. Transformative Dimensions of Service-Learning Partnerships," from the International Research Conference on Service-Learning and Community Engagement, October 2008.

Bringle and Clayton draw from Barbara Jacoby's Building Partnerships for Service-Learning (2003), which details the distinction between "transactional and transformative relationships." Bringle and Clayton have created a **"Partnership Scale"** that moves from placement to partnership. Bringle has applied the concept of "exchange theory" from his expertise in relationship psychology to community-campus partnerships. Both sides must have communication, trust, commitment, and respect to be sustainable.

Transactional: designed to complete a task; each party has something the other finds useful; no enduring purpose; project-based.
Transformative: deeper more sustained commitment; individuals question and reflect deeply with an expectation for growth; issue-based.

These concepts parallel those of placement versus partnership. It is important to note that there is nothing wrong with placements as long as the work you want students to do is negotiated with the partner and mutually agreed upon. It is unrealistic to assume that all work in the community can (or should) be a partnership. You can determine what your ideal partnership looks like and what the community partner's ideal partnership looks like. As partners, you can agree to how and when you will discuss. Will you visit the community site? Will a representative from the site visit your class? Will you have regular meetings, emails, or another form of evaluation? How will you assess together at the end of the course?

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Things to Consider When Choosing and Working With Community Partners (cont.)
Written by Veronica House

Community Placement and Partnership Options

Health/Sexuality
BCAP (HIV/AIDS)
Boulder Valley Women's Health Center
GLBT Resource Center
Moving to End Sexual Assault
Women's Resource Center

Animals/Environment
Boulder Parks and Recreation
Colorado Horse Rescue
CU Environmental Center
Greenwood Wildlife Rehabilitation Center
Growing Gardens
Humane Society of Boulder Valley
Local Food Shift
Volunteers for Outdoor Colorado
Wildlands Restoration Volunteers

Youth
Boulder Valley School District
Family Learning Center
I Have a Dream Foundation
Reading Buddies
SOS Outreach (skiing and snowboarding)

Poverty/Family Assistance/Immigration
Attention Homes
Bead for Life
BOHO
Boulder Bridge House
Boulder Food Rescue
Boulder Housing Partners
Boulder Shelter for the Homeless
Community Food Share
Emergency Family Assistance Association
Growing Gardens
Parenting Place
Ready 2 Work (veterans)
There With Care

Intellectual and Physical Disabilities
EXPAND Sports (paralymics and special olympics)
Rocky Mountain Riding Therapy

Politics
New Era Colorado

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Critical Reflection and Service-Learning Courses

"Reflection is the hyphen in service-learning." - Janet Eyler "Creating Your Reflection Map"

Written by Veronica House

The hyphen between service and learning embodies the philosophy behind the service-learning movement. The concepts are intimately connected, and the purpose of our courses is to join the two. We can work towards that connection through reflection.

Numerous studies have found that service-learning's effectiveness comes with well-integrated service work, academic study, and critical reflection activities. The reflections are a key to pushing students to connect theories from the classroom with their fieldwork.

Assessment studies have shown that little to no change in understanding/assumptions takes place where the service component in a course is minimal or extra credit. If the service is sustained throughout the semester and reflection exercises are well-aligned with the academic work AND service work, there is a much higher rate of continued engagement once the course ends.

Virtually all academic definitions of service-learning now include reflection as essential to the definition, so it is important that we understand ways to effectively use it in our classes.

This definitional inclusion has grown from evidence that the service element of a course does not, necessarily, generate learning and, much to the surprise and dismay of many instructors, can sometimes even re-enforce stereotypes and previous assumptions. Reflections are key to moving students to deeper levels of understanding.

From Bringle and Hatcher's "Reflection in Service Learning: Making Meaning of Experience" (1999):

Reflection is the intentional examination of an experience in light of particular learning objectives. It is both retrospective and prospective.

Effective reflection activities should
(a) clearly link the service experience to course content and learning objectives,

(b) be structured in terms of descriptions, expectations, and the criteria for assessment,

(c) occur regularly during the semester,

(d) allow for feedback and assessment by the instructor, and

(e) include the opportunity for students to explore, clarify, and alter their personal values.

When reflection activities are integrated into class discussions, appear on exams, and are part of formal assignments, students report higher levels of satisfaction with the course and greater academic gains from the experience.

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Critical Reflection and Service-Learning Courses (cont.)
Written by Veronica House

How we set up reflection matters:

It may help to consider a few things before your course begins:

Determine when and why will you have students reflect. This will relate to your learning goals.
How will you help students to achieve these goals through reflection?
What kinds of feedback will students receive on reflections?
From whom? – other students? You? Community Partner?
How will reflections build on one another and connect to reading and assignments? This means thinking not only about the individual reflection activities, but how to scaffold them throughout the semester to maximize student learning.

As Bringle and Hatcher have noted, reflection is a "learned skill," which means that reflection assignments and activities should cover the span of the semester so that students can develop the capacity to engage in deeper and broader examination of issues. They should happen before, during, and after service, alone, in groups, and with the community partner. Because experiences may create confusion, disillusionment, guilt, despair, or the much discussed "savior complex," it is our role to help students delve into the complexities of their experiences to understand the deep social and political structures that underpin the problems they're seeing. We have a spectrum of students with wide variation of experience, knowledge, and enthusiasm, so our responses to their refelctions will be a continuous, individualized dialogue.

How do we use reflections to help students develop their critical consciousness? How do we best get students to GENERATE and DEEPEN understanding, knowledge, and experience through reflection?

Patti Clayton at N.C. State has suggested the **D.E.A.L model** for engaging students in "critical reflection." Here's the progression that Clayton suggests we seek:
Describe->Examine->Articulate Learning
There is a 4-part structure for written articulated learnings.
Students answer:
What did you learn?
How did you learn it?
Why is it important?
What will you do because of it?

In other words:
emotional/gut response-> increased understanding –> connection to course content –> transformational thinking with strategies for short and long term solutions

To develop critical thinking skills we can ask students to move from description to analysis to advanced reflection based on learning theorist David Kolb's (1984) cycle of action and reflection:
What/ so what/ now what?

If critical reflection is integrated throughout the semester, students will begin to anticipate the reflection questions, and when they go out into the community or read something new, they will think, "what am I learning, how am I learning it…" They are deepening their reflective, critical thinking skills and they will begin to engage with the world in reflective ways.

11

Resources for Promoting Sustainability Through Service-Learning
Written by Veronica House

Key Websites
- Post Carbon Institute, www.PostCarbon.org
- The Oil Drum, www.theoildrum.com
- Transition Times, www.Transition-Times.com
- EAT LOCAL! website (local and global news about local food and farming), www.EatLocalGuide.com
- Transition Colorado, www.TransitionColorado.org
- Transition Colorado social networking, http://TransitionColorado.ning.com
- Transition Network, (int'l) www.TransitionNetwork.org
- Transition U.S., www.TransitionUS.org

Recent Articles, Essays and Papers
"What Will We Eat When the Oil Runs Out?," by Richard Heinberg, Lady Eve Balfour Lecture
www.energybulletin.netnode/38091
"The Food and Farming Transition: Toward a Post Carbon Food System," by Richard Heinberg and Michael Bomford, Post Carbon Institute www.energybulletin.net/51861
"Redefining Sustainable Agriculture," by Rich Kerstetter, Civil Eats
civileats.com/2010/02/19/redefining-sustainable-agriculture-at-pasa/
"Climate Catastrophe: Surviving the 21st Century," by Ronnie Cummins and Will Allen, Organic Consumers Association
www.organicconsumers.org/articles/article_20200.cfm
"387 ppm and Rising: A Plea for Greater Urgency in Developing Post-Carbon Living Arrangements," by Dan Allen
www.energybulletin.net/51342
"Food Futures: Strategies for Resilient Food and Farming," Soil Association (UK),
www.soilassociation.org/LinkClick.aspx?fileticket=aBVYgjxtNOI%3D&
"Kinsale (Ireland) Energy Descent Action Plan,"
transitionculture.org/wp-content/uploads/KinsaleEnergyDescentActionPlan.pdf
"The Local Food and Farming Revolution," by Michael Brownlee www.energybulletin.net/51861

Documentary Films
- The End of Suburbia: Oil Depletion and the Collapse of the American Dream
- The Power of Community: How Cuba Survived Peak Oil
- Fresh
- Food, Inc.
- The Future of Food
- The Greenhorns (in production)
- In Transition 1.0
- The World According to Monsanto
- What a Way to Go: Life at the End of Empire
- Crude Impact
- King Corn

The Program for Writing & Rhetoric *at the* University of Colorado Boulder

Resources for Promoting Sustainability Through Service-Learning (cont.)
Written by Veronica House

Books
- The Transition Handbook: From oil dependency to local resilience, by Rob Hopkins
- The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability, by James Gustave Speth
- Permaculture: Principles and Pathways Beyond Sustainability, by David Holmgren
- The Long Emergency: Surviving the End of Oil, Climate Change, and Other Converging Catastrophes of the 21st-Century, by James Howard Kunstler
- World Made by Hand, by James Howard Kunstler
- The Long Descent: A User's Guide to the End of the Industrial Age, by John Michael Greer
- A Nation of Farmers: Defeating the Food Crisis on American Soil, by Sharon Astyk
- 2010 State of the World: Transforming Cultures from Consumers to Sustainability, Worldwatch Institute
- The Post Petroleum Survival Guide and Cookbook, by Albert Bates
- Everything I Want to Do Is Illegal: War Stories from the Local Food Front, by Joel Salatin
- Animal, Vegetable, Miracle: A Year of Food Life, by Barbara Kingsolver
- Omnivore's Dilemma: A Natural History of Four Meals, by Michael Pollan
- In Defense of Food: An Eater's Manifesto, by Michael Pollan
- Peak Everything: Waking Up to the Century of Declines, by Richard Heinberg
- Deep Economy: The Wealth of Communities and the Durable Future, by Bill McKibben
- Plan C: Community Survival Strategies for Peak Oil and Climate Change, by Pat Murphy
- The Upside of Down: Catastrophe, Creativity, and the Renewal of Civilization, by Thomas Homer-Dixon
- Sustainability: Radical Solutions Inspiring Hope, edited by Bob Banner/HopeDance
- Blessed Unrest: How the Largest Movement in the World Came into Being, and Why No One Saw It Coming, by Paul Hawken

Local Community Partners:
*Boulder County Farmers Market (www.boulderfarmers.org)
Cure Organic Farm in Boulder (www.cureorganicfarm.com) Thursdays 9am-12pm until late October.
63rd St Farm (www.63rdstfarm.com/63st_Farm_Boulder_CO/Welcome.html)
Community Roots Urban Garden (www.localharvest.org/community-roots-M17126)
Abbodanza Farm (tel. 303.485.7818 - www.eatabbo.org/volunteers.html)
*Growing Gardens (www.growinggardens.org)
Frog Belly Farm (frogbellyfarm.com)
Slow Food Boulder (www.slowfoodboulder.org)
Slow Food CU (slowfoodcu.wordpress.com)
Black Cat Farm (www.blackcatfarm.org)
Red Wagon Organic Farm (www.redwagonorganicfarm.com)
Beyond Organic Farm (beyondorganicfarm.com)
Organic Boulder (www.organicboulder.com)
Boulder Homeless Shelter Garden
(tel. 303 549 9787 - transitioncolorado.ning.com/events/boulder-homeless-shelter-1)
Pick Your Own Colorado (www.pickyourown.org/CO.htm)
Growe Foundation Longmont (www.growefoundation.org)
Pachamama Organic Farm Longmont (www.pachamamafarm.com)
Edible Front Range Magazine (www.ediblecommunities.com/frontrange/)
Denver Urban Gardens (www.dug.org)
Yummy Yards (www.yummyyards.org)

13

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Added by Veronica House

Adler-Kassner, Linda, Robert Crooks, and Ann Watters, eds. Writing the Community. Urbana, IL: AAHE, 1997.
This volume offers several models for creating and sustaining viable service-learning courses and programs in Writing and Rhetoric. Chapters offer suggestions for facing challenges, avoiding pitfalls, creating strong community partnerships, incorporating critical reflection, and developing program-wide community writing projects.

Anson, Chris M.. "On Reflection: The Role of Logs and Journals in Service-Learning Courses." Writing the Community. Eds. Linda Adler-Kassner, Robert Crooks, and Ann Watters. Urbana, IL: AAHE, 1997.
Anson's chapter is one of several in this volume to specify the importance of critical reflection in Composition courses. It provides ideas for how to push students from the savior complex to critical analysis of issues. He argues that students "bring into their experiences ready-made education, social, and cultural assumptions" that they must "contest" through writing (172). He also makes a strong case for the need of the Instructor to respond to students' reflections to encourage growth.

Bernacki, Matthew and Frank Bernt. "Service-Learning as a Transformative Experience: An Analysis of the Impact of Service-Learning on Student Attitudes and Behaviors After Two Years of College." Service-Learning: From Passion to Objectivity. Eds. Sherril B. Gelmon and Shelley H. Billig. Charlotte, NC: IAP Information Age Publishing, 2007.
This chapter presents a longitudinal study that argues that students who engaged in service-learning based courses were more likely to engage in campus activities, attend alternative spring breaks, study abroad, and complete advocacy work. This is one of numerous studies to establish a correlation between service-learning courses and positive engagement outcomes for undergraduates ranging from increased motivation and personal growth to commitment to social justice and advocacy work. Once the PWR can establish a semester-based pre- and post-test assessment model, we will eventually want to think about longitudinal assessment.

Campus Compact. Introduction to Service-Learning Toolkit, 2nd ed. Providence, RI: Campus Compact, 2003.
This book is packed with practical information on subjects ranging from service-learning theory to pedagogy, reflection to redesigning curriculum, assessment to academic culture. Chapters are written by leaders in the field. This book is a great resource for PWR Instructors who need information on how to re-vamp their courses, as well as for the service-learning coordinator who will need model programs and ways to institute across the curriculum engagement.

Campus Compact. The Engaged Department Toolkit. Providence, RI: Campus Compact, 2003.
This workbook offers a clear, detailed guide for how to establish an Engaged Department. This is the single most useful book in terms of the PWR's goals with this model project. It's chapters include "Creating and Engaged Department," "Department Planning: What Works and What Gets in the Way," "Evolving Faculty Roles and Rewards," and "Creating an Action Plan."

Cushman, Ellen. "The Public Intellectual, Service Learning, and Activist Research." College English 61.3 (Jan 1999): 328-336.
This article shows readers why research and continuous participation in the community benefit not only the community but also the service-learning program. Cushman places an onus on the instructors who provide service-learning opportunities to move beyond the institution of academia to participate in "activist research" so that they help the community in which they are serving. More importantly, service-learning classes must concern themselves with the most pressing problems in the community or the service is not pertinant to the community itself. Instead, the activity completed serves only the students. The article also discusses some limitations of service-learning pedagogy.

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Added by Veronica House

Cushman, Ellen. "Service Learning as the New English Studies." Beyond English, Inc.: Curricular Reform in a Global Economy. eds. David B. Downing, Claude Mark Hurlbert, and Paul Mathieu. Portsmouth, NH: Boynton/ Cook, 2002.
Cushman outlines how service-learning became popular within English departments. She emphasizes that when students participate in service-leanring activites, they are able to gain an understanding of societal and cultural problems that plague their communities. Through understanding of these problems, students who work in the community begin to develop plausible solutions and work with community members to strengthen the community.

Cushman, Ellen. "Sustainable Service Learning Programs." College Composition and Communication 54.1 (Sept 2002): 40-65.
Cushman discusses how professors, departments, and universities can create a successful service-learning program and insure its continued existence even when the people who first created the program move to different positions. These are "sustainable programs." To be successful, the university must be involved in the project. According to Cushman, it is important that instructors teaching service-learning classes "view the community site as a place where their research, teaching, and service contribute to community needs and students' learning" (41). When the relationship is reciprocal, the program will be sustainable.

Eyler, Janet. "Creating Your Reflection Map." Developing and Implementing Service-Learning Programs. Speck, Bruce W. and Mark Canada, Eds. San Francisco: Jossey-Bass, 2001.
Eyler is one of the top scholars on service-learning, and this chapter is a fantastic explanation of the significance of critical reflection in s-l courses. The chapter gives suggestions for framing reflections before, during, and after students do their service projects. She begins the chapter with the brilliantly succinct statement for reflection's centrality to service-learning: "Reflection is the hyphen in service-learning" (35).

Holland, Barbara A. "A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships." Developing and Implementing Service-Learning Programs. Speck, Bruce W. and Mark Canada, Eds. San Francisco: Jossey-Bass, 2001.
This chapter offers a good model for how to set up questions for assessment of community partnerships.

Ogburn, Floyd and Barbara Wallace. "Freshman Composition, the Internet, and Service-Learning." Michigan Journal of Community Service Learning (Fall 1998): 68-74.
This article describes how the authors combine service-learning and composition theories in a Freshman Writing sequence at the University of Cincinnati. Students examine a number of social issues and then, as the final assignment, create an internet profile for an area non-profit. They offer the internet project as a new way to synthesize community needs with the tools freshman learn in first-year composition courses.

Rubin, Maureen Shubow. "A Smart Start to Service-Learning." Developing and Implementing Service-Learning Programs. Speck, Bruce W. and Mark Canada, Eds. San Francisco: Jossey-Bass, 2001.
This chapter offers a how to for course design, outcomes design, reflection ideas, and assessment and evaluation strategies. The latter will be particularly useful as the PWR develops our own assessment model. This chapter provides interesting ideas for collaborating with community partners on determining desired outcomes.

Added by Veronica House

Speck, Bruce W. and Sherry L. Hoppe. Service-Learning: History, Theory, and Issues. Westport, CT: Praeger, 2004.
This volume offers two chapters of historical background to service-learning before it launches into the meat of the book: a comparative analysis of three different theoretical models for service-learning. The first is the Philanthropic model, which is generally not used in university service-learning courses. The second type is the Civic Engagement model, defined by activities that include "developing civic skills, inspiring engaged citizenship, promoting a civil society" (75). This is the model most closely linked with what Campus Compact calls Engaged Institutions, and the chapters about this model would be most valuable to the PWR's model project. The third model is the Communitarian model, which presumes that humans are social beings who see themselves as "members of a community who share common values and are responsible to each other and for their community" (103). Chapters provide justifications and critiques for each model. The volume ends with an extensive bibliography for future reading and research.

Zlotkowski, Edward, Ed. Successful Service-Learning Programs. Bolton, MA: Anker Publishing, 1998.
This book's chapters primarily provide models for creating university-wide service-learning centers. The Appendices, however, could prove useful to Instructors in the PWR who want to integrate s-l/ce into their existing courses. Appendix C, "Infusing Service-Learning Into a Course: A Timeline" offers clear, week-by-week strategies; Appendix E, "Selected Service-Learning Projects in Business" could be helpful to our faculty who teach our Business Writing course; and Appendix G, "Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases" offers an example from Portland State University that could prove useful as the PWR decides how to expand our Merit Evaluation to include more room for sl/ce related recognition.

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Resources for Teaching Civic Engagement in a College Writing Class: A Bibliography in Progress
Compiled by Michelle Albert,
Senior Instructor, Program for Writing and Rhetoric
michelle.albert@colorado.edu

Articles, Essays

Armstrong, Jerome, Markos Moulitsas Zuniga. "Consultants Versus Netroots." In Miroff, Bruce, et al. Debating Democracy: A Reader in American Politics.

Flynn, Stephen E. "America the Resilient: Defying Terrorism and Mitigating Natural Disasters." Foreign Affairs. Council on Foreign Relations. March/April 2008. www.foreignaffairs.com/articles/63214/stephen-e-flynn/america-the-resilient

Hauser, Gerard. "What's a Kid from Athens Doing in the Center of Berlin? Or Paideia Meets Wissenschaft: A Central Dilemma of Contemporary Rhetorical Education"

Hooks, Bell. "Keeping Education Close to Home."

Kiesa, Abby et al. "Millenials Talk Politics: A Study of College Student Political Engagement." CIRCLE (Center for Information and Research on Civic Learning and Engagement). Nov 2007. www.civicyouth.org/PopUps/CSTP.pdf

Limerick, Patricia. "Dancing With Professors: The Trouble with Academic Prose."

Loeb, Paul Rogat. "The Active Citizen." In Miroff, Bruce, et al. Debating Democracy: A Reader in American Politics.

Miroff, Bruce, et al. "Introduction." Debating Democracy: A Reader in American Politics.

Pratt, Mary Louise. "Arts of the Contact Zone."

O'Connor John S. "Civic Engagement in Higher Education." Change. September/October 2006.

Raill, Stephanie and Elizabeth Hollander. "How Campuses Can Create Engaged Citizens: The Student View." Journal of College & Character. Vol VII, No 1. Jan 2006. 1-7.

Thomas, Nancy L. "Educating for Deliberative Democracy: The Role of Public Reason and Reasoning." Journal of College & Character. Vol IX, No 2. Nov 2007. 1-13.

Vowell, Sarah. "The Partly Cloudy Patriot." The Partly Cloudy Patriot. New York: Simon and Schuster. 2002.

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder

Resources for Teaching Civic Engagement in a College Writing Class: A Bibliography in Progress

Compiled by Michelle Albert,
Senior Instructor, Program for Writing and Rhetoric
michelle.albert@colorado.edu

Books

Borrowman, Shane, Edward White. The Promise of America. New York: Pearson/Longman. 2007.
A textbook with many short readings on issues in American democracy, by a wide variety of authors.

Colby, Anne, Elizabeth Beaumont, Thomas Ehrlich, Josh Corngold. Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement. San Franciso: Josey-Bass. 2007.

Kezar, Adrianna, Tony Chambers, John Burkhardt. Higher Education for the Public Good. San Franciso: Josey-Bass. 2005.
An anthology of scholarly (but accessible) articles on the "role higher education plays in serving the public good" that mostly argue, from different perspectives, that such education is "essential to a healthy deliberative democracy" (xiii).

Lazare, Donald. Reading and Writing for Civic Literacy: The Critical Citizen's Guide to Argumentative Rhetoric. Boulder: Paradigm Publishers. 2005.

Loeb, Paul Rogat. Soul of a Citizen: Living with Conviction in a Cynical Time.. New York: St. Martin's Griffin. 1999.

Loeb, Paul Rogat, ed. The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear. New York: Perseus Books. 2004.
An anthology of essays (many of them personal) on various acts of civic engagement.

Miroff, Bruce, Raymond Seidelman, Todd Swanstrom. Debating Democracy: A Reader in American Politics. New York: Houghton Mifflin Harcourt Publishing Company. 2009.
A reader with an excellent selection of short, contemporary (mostly) readings on American politics and civics. Great resource.

Obama, Barack. Dreams from My Father: A Story of Race and Inheritance. New York: Three Rivers Press. 2004.

Sherrod, Lonnie R., ed. Youth Activism: An International Encyclopedia. Westport: Greenwood Press.
An encyclopedia with well-informed entries on topics relating to democracy, civic engagement, activism, politics.

Miscellaneous Other Resources

Other resources on the CIRCLE (Center for Information and Research on Civic Learning and Engagement) website: www.civicyouth.org

Various other readings from the journals **Politics and Political Science** and the **Journal of College and Character**

Various This I Believe essays. www.thisibelieve.org

At least one selection (streaming video) from the TED conference www.ted.com: Majora Carter on "Greening the Ghetto" www.ted.com/index.php/talks/majora_carter_s_tale_of_urban_renewal.html

Also, other relevant TED talks (www.ted.com).

The Program for Writing & Rhetoric *at the*
University of Colorado Boulder