



Service-Learning: **A Teacher's Experience**

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What is Service-Learning?

“A **teaching method** that enriches learning by engaging students in meaningful service to their schools and communities.”

National Youth Leadership Council (2007)



English 105: Freshman English II



“Frequent papers, chiefly informative and persuasive, with an emphasis on language and logic. Techniques of the research paper. Readings. Fulfills GE requirement for Area A3 (Critical Thinking).”

Cal Poly Pomona Academic Catalog, 2006-2007

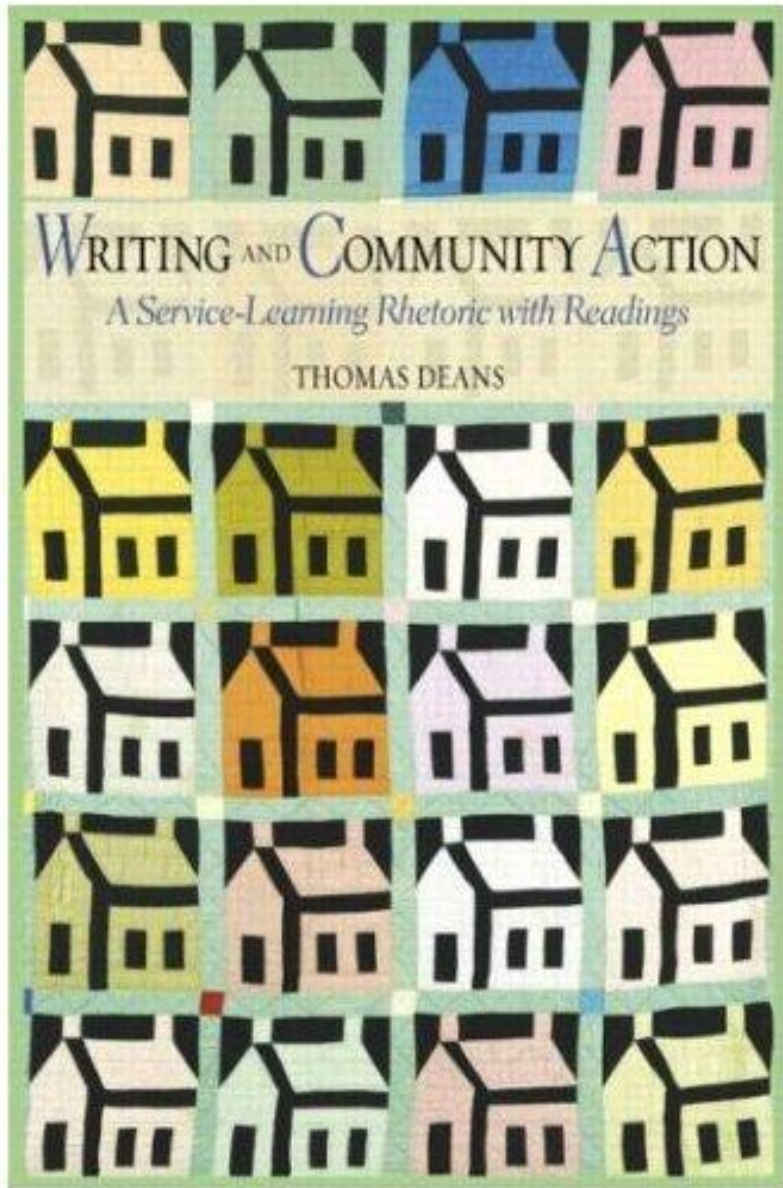
English 105: Spring 2007

- ◆ Continuation of the academic writing and thinking skills from English 104
- ◆ Critical thinking and reading
- ◆ Writing as necessary, “real life” communication
- ◆ Persuasive writing (one major paper)
- ◆ Research essay (one major paper)

English 105: Spring 2007

- ◆ **Theme:** *service and community*
 - ◆ Ethics of service
 - ◆ Creation of community
 - ◆ Process of writing
 - ◆ How literacy can be taught

English 105: Class Text



Deans, T. (2003). *Writing and Community Action: A Service-Learning Rhetoric with Readings*. San Francisco: Longman.

Service-Learning (Optional) Assignments & Activities

- **Fourth Saturday Family Fun Days at CP's Downtown Center**
 - Read aloud to children attending
 - Work with children in writing and illustrating a book together
 - Advertise for Family Fun Days so that more kids visit
 - Greet visitors, stand at booths
- **The Boys and Girls Club of Pomona**
 - Tutoring (school subjects, computer skills, sports)
- **Miscellaneous**
 - Tutoring ESL students from Cal Poly
 - Give workshops on technical writing in ENG 105
 - High school exit exam tutoring

Service-Learning Assignments & Activities

- **These activities help enhance students' abilities acquired in English 104. In English 105, students ideally will:**
 - Continue process writing techniques; continue critical discussion
 - Feel a greater sense of purpose in the local community
 - Apply logic when writing a persuasive paper
 - Use critical perception and analytic skills when doing service or observing a location
 - Apply qualitative research methods through interviews and observations

Class Progress (Tentative!)



- Students feel a greater sense of community with *each other*
- Students enjoy and look forward to service-learning activities
- In class, students are unafraid to ask, “Why are we doing this?”
- Students regularly make office visits or send emails to me

Rewards of Service-Learning

- Critical thinking
- Reflective skills
- Collaborative skills
- Better understanding of course content
- Promotes academic retention
- Social awareness and community issues
- Career development for students & teacher
 - Students: Beneficial in resumes
 - Teacher: Research opportunities
- Community develops a relationship with the university



Challenges of Service-Learning

- **Few community partners to choose from**
 - Know all your community partners beforehand; try to coordinate students' interests with community partners
- **Lots of red tape!**
 - Visit Cal Poly's Center for Community Service-Learning and get a list of contacts for community partners
 - Plan ahead at least a month in advance
 - Flexibility – for you and your students – is essential
- **Potential lack of attendance (recipients and students)**
 - Ask students to plan ahead for service-learning, and encourage them to keep their appointments
- **Consuming (time, finances) for students**
 - Tell students just how much time is required
 - Make sure service-learning is *optional*; offer alternatives

Service-Learning Resources

Deans, T. (2003). *Writing and Community Action: A Service-Learning Rhetoric with Readings*. San Francisco: Longman.

National Service-Learning Clearinghouse:

<http://www.servicelearning.org/>

National Youth Leadership Council: <http://www.nylc.org/>

Cal Poly's Center for Community Service-Learning:

<http://www.academic.csupomona.edu/ccsl/>

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ENG 105 website: <http://sonjalind.wordpress.com>