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**Service Learning Initiatives: Implementation and Administration
WPA-CompPile Research Bibliographies, No. 13**

October 2010*

The National Service Learning Clearinghouse defines service learning as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (<http://www.servicelearning.org/>). Also known as community-based learning, service learning aims to integrate academic inquiry with the needs, objectives, and activities of groups in neighboring communities. In Composition and Rhetoric, service learning has contributed to the field’s “public turn” or “move outward,” which Paula Mathieu says aims to connect student writing to “‘real world’ texts, events, or exigencies” (“Tactics” 1). The annotations below show scholars in Composition and Rhetoric grappling with the implications and consequences of service learning within this public turn.

This annotated bibliography includes case studies, pedagogical models, and theoretical essays that will help WPAs implement and assess service learning programs. The following sources address issues such as curriculum design and revision (Adler-Kassner, Crooks, and Watters; Deans); service learning program assessment (Bringle, Phillips, and Hudson; Canada and Speck); community-university partnerships (Deans, Roswell, and Wurr; Flower; Goldblatt; Parks); student development and attitudes (Cardenas and Garza); and civic engagement and social justice (Coogan, Davi, Flower, Herzberg). The annotations highlight tensions between academic and extracurricular discourses and offer strategies for overcoming some of the conceptual, programmatic, and institutional challenges in implementing sustainable writing programs with service learning components.

Eli Goldblatt notes that “the rise of community-based and service learning-style composition courses puts new pressure on writing programs to take the outside world into account” (12). Building writing programs that extend off-campus essentially asks WPAs to re-imagine who they are responsible to and for, and such relationship-building can be, as Goldblatt says, “terribly demanding work, often fraught with conflicts, frustration, and disappointment” (3). However, as this annotated bibliography shows, such programs can make writing more public and consequential when they are implemented with a commitment to reciprocal relationships and dialogue across writing communities.

*Cite as: Lorimer, Rebecca; David Stock. (October 2010). Service Learning Initiatives: Implementation and Administration, WPA-CompPile Research Bibliographies, No. 13. *WPA-CompPile Research Bibliographies*. http://comppile.org/wpa/bibliographies/Bib13/Lorimer_Stock.pdf. Date of access.

Adler-Kassner, Linda; Robert Crooks; Ann Watters (Eds).

Writing the community: Concepts and models for service-learning in composition

Washington, D. C.: American Association of Higher Education; Urbana, IL: National Council of Teachers of English (1997)

“[T]he first collection of essays explicitly connecting service learning and Composition studies” (Deans, *Writing Partnerships*, 2000, p.13). Adler-Kassner *et al.* highlight the benefits of combining service learning and composition for academic and nonacademic communities; review institutional barriers to implementing and sustaining effective service learning initiatives; and underscore the need to continue theorizing service learning. Contributors consider the implications of service learning for composition theory and pedagogy, university-community relations, higher education, and civic engagement. They also report on implementation of institution-specific programs, and they invite critical reflection and experimentation with service learning in Composition. The collection includes an annotated bibliography on community service and Composition. [David Stock]

KEYWORDS: community, service-learning, pragmatic, civic literacy, WAC

Bringle, Robert G.; Mindy A. Phillips; Michael Hudson

The measure of service learning: Research scales to assess student experiences

Washington, DC: American Psychological Association (2004)

This practical resource is a compilation of research scales that measure the development, attitudes, and critical thinking of students in service learning programs. The first section provides an overview of service learning research in higher education and an introduction to the use of research scales in service learning research. The second section presents a variety of research scales, each broken down by description, time to administer, reliability, validity, gender differences, comments, references, and sample items. The book’s authors argue that while some may dismiss such quantitative measurement as too narrow to measure the full impact of service learning programs, external audiences often need high quality quantitative measures to be convinced of service learning’s critical academic outcomes. [Rebecca Lorimer]

KEYWORDS: service-learning, pedagogy, research-method, scientific, measurement, scale, program-validation, quantitative, outcomes, attitudes, construct-validity, assessment, American Psychological Association, critical-thinking, student-opinion

Canada, Mark; Bruce W. Speck (Eds.)

Developing and implementing service-learning programs (New directions for higher education, No. 114)

San Francisco, CA: Jossey-Bass (2001)

A series collection of eleven concise, accessible essays geared toward faculty new to service learning and which provide strategies and resources for implementing programs in research, teaching, and liberal arts institutions. Contributors review reasons for and challenges to service learning; present models and resources for launching and assessing programs; and suggest ways to increase accessibility for students with disabilities, encourage effective reflection among students, and draw on institution-specific resources to sustain programs and community-university partnerships. Though some resources are dated, the collection provides helpful guidance and resources relevant for new and experienced faculty seeking to initiate or revitalize service learning programs. [David Stock]

KEYWORDS: service-learning, implementation, program-design, assessment; college-community, partnership National Society for Experiential Education, Michigan Journal of Service Learning, Center for Community-Service Learning at California State University, Northridge, Americans with Disabilities Act, Campus Compact

Cardenas, Diana; Susan Loudermilk Garza

Building on the richness of a South Texas community: Revisioning a technical and professional writing program through service learning

In Kirklighter, Cristina; Diana Cardenas; Susan Wolff Murphy (Eds.), *Teaching writing with Latino/a students: Lessons learned at Hispanic-serving institutions*; Albany, NY: State University of New York Press (2007), 135-144

The authors' chapter in a collection on teaching writing in Hispanic-serving Institutions describes the motivations for and logistics of revising the Technical and Professional Writing (TPW) Program at TAMU-CC to include service learning courses. The chapter narrates the process of programmatic change, starting with an initial survey sent to local organizations and ending with examples of student grant-writing work in community organizations. Along the way, the TPW Program was able to reframe students' misconceptions of their community, guide students to work from their backgrounds and manage projects that built on their strengths, and demonstrate that grassroots efforts can sometimes lead to social change. [Rebecca Lorimer]

KEYWORDS: pedagogy, Latina, Latino, Hispanic-serving, institutional, service-learning, techcom, program-validation, change, curriculum, Texas A&M University Corpus Christi, Mexican-Am, grant-writing

Coogan, David

Counterpublics in public housing: Reframing the politics of service-learning

College English 67.5 (2005), 461-482

The author reviews a service-learning project commissioned by a community-based organization (CBO) in Chicago that provides “Afrocentric leadership training” to residents in local public housing developments (467). Students interviewed, observed, and wrote about how community leaders trained by this CBO developed projects and employed rhetorical practices that promoted community building. Coogan’s analysis of this project demonstrates the need for those engaged in service learning to understand the rhetorical practices and values of their community partners. Coogan’s analysis also legitimizes the role of individual development, not only among community residents but also among students in service learning projects, in contributing to social change. [David Stock]

KEYWORDS: public sphere, intercultural, inquiry, African-Am, rhetoric, public homeplace, counterpublic, mythoform, Cornel West, social change, community, developing, service-learning, Christian, ethics, public housing, frame, reconfiguration

Davi, Angelique

In the service of writing and race

Journal of Basic Writing 25.1 (2006), 73-95

In this essay, the author describes service learning in her first-year basic writing course, arguing that a service learning experience helps students of color reflect on and critique their own educational experiences. Students volunteered in local elementary schools while writing weekly online reflections and reading and discussing issues of race, class, and gender. An on-campus service learning center provided site placement and program coordination, while the author structured assignments relevant to students’ service experiences in public education—both essential elements that helped students begin to “recognize their potential to rewrite misleading and often inaccurate assessments of themselves” (90). [Rebecca Lorimer]

KEYWORDS: service-learning, anger, sexuality, social justice, pedagogy, practice, community, difference, diversity, collaboration, race, identity, literacy, sexual orientation, reflection, experiential

Deans, Thomas

Writing and community action: A service learning rhetoric and reader

New York: Longman (2002)

The author's service learning rhetoric offers comprehensive support for writing about, for, and with communities. The ten chapters present an expansive understanding of writing practiced across academic, social, literary, and professional communities. Each moves through assignment options, direct instruction in a variety of genres, student samples, and reading selections of short stories, reflective essays, and professional writing samples. The book is grounded in a rhetorical tradition of civic participation and balances preparation for community outreach with reflection on such work, viewing writing in both cases "as a versatile tool for *action*—action in academic, workplace, and civic communities" (xii). [Rebecca Lorimer]

KEYWORDS: service-learning, pedagogy, course-design, community, student-engagement, genre, WAC, assignment, student-writing, sample, civic participation

Deans, Thomas

Writing partnerships: service-learning in composition

Urbana, IL: National Council of Teachers of English (2000)

The author undertakes an extensive comparative and contextual study of service learning, sorting composition-oriented service learning into three categories: writing for, writing about, or writing with the community. The author relates service learning theories, assumptions, and practices to those of composition and rhetoric, and then presents three empirical case studies to illustrate the merits of service learning and to legitimate its place in the college English curriculum. The book includes models, strategies, and resources for teachers and administrators, including appendices with course materials, student writing, and program descriptions. [David Stock]

KEYWORDS: service-learning, community, real-world, extra-curricular, nonacademic, literacy, critical-pedagogy, FYC, sports management, community literacy center, intercultural, future, outreach, public service, John Dewey, Freire, literacy-center, project, assignment

Deans, Thomas; Barbara Roswell; Adrian J. Wurr (eds)

Writing and community engagement: A critical sourcebook

New York: Bedford/St. Martin's (2010)

This sourcebook anthologizes articles on writing, rhetoric, service learning, and community writing from composition and rhetoric journals. Also includes essays, poems, and materials produced by community members involved in service learning. The introduction suggests directions for future research and summarizes the sourcebook's six sections: 1) writing in communities; 2) the terms of service-learning; 3) rhetoric, civic writing, and the public sphere; 4) the ethics of engagement; 5) writing programs as community engagement; 6) pedagogies in action. Sections 1 and 2 address issues of literacy and service-learning generally. Sections 3 and 4 review strategies for implementing effective and ethical programs. Sections 5 and 6 theorize writing and writing programs in public rather than academic terms while providing examples and case studies of effective service learning programs and community writing pedagogies. The collection, which includes an extensive list of relevant scholarly articles and resources, is essential for faculty engaging in or with service learning, particularly those in the field of Composition and Rhetoric. [David Stock]

KEYWORDS: public service, community, student-engagement, community literacy, public sphere, ethical, programs, service-learning, Writing Beyond the Community (WBC), DiverCity Writing Series, materialist, rhetoric

Flower, Linda

Community literacy and the rhetoric of public engagement

Carbondale, IL: Southern Illinois University Press (2008)

The author documents and analyzes theories, practices, and materials produced by the Community Literacy Center, an outreach partnership of undergraduate mentors and urban teens in Pittsburgh, PA. She reviews key concepts informing this partnership, including intercultural inquiry, community, difference, public spheres, rhetoric, engagement, agency, and transformation. The CLC reconfigures traditional outreach and service learning by sponsoring collaborations developed through inquiry, dialogue, writing, and public performance. Participants learn rhetorical strategies to speak with and for one another and across difference. This model revises common assumptions and practices of outreach and community-university collaborations. The book concludes with strategies to help researchers conduct intercultural inquiry. [David Stock]

KEYWORDS: community-literacy, public-private, student-engagement, intercultural, inquiry, dialogic, pragmatist, public rhetoric, agency, counterpublics, Community Think Tanks, literacy-center, Carnegie Mellon University

Flower, Linda

Intercultural inquiry and the transformation of service

College English 65.2 (2002), 181-201

In response to service learning projects that might ignore or forget community participants' agendas, the author argues for "intercultural inquiry" that builds meaning among all participants grappling with the contradictions inherent in community work. The author defines intercultural inquiry as the use of difference to develop rival readings of and shared questions about social and cultural problems. This inquiry is demonstrated in four case studies of undergraduate mentors working with urban teens at the Pittsburgh Community Literacy Center. The author shows how students arrive at "negotiated understandings" by undertaking collaborative, self-conscious inquiry, moving from a personal dialogue in their own writing to a public negotiation of problems that matter to all participants. [Rebecca Lorimer]

KEYWORDS: pedagogy, approach, service-learning, cross-cultural, curriculum, inquiry, intercultural

Goldblatt, Eli

Because we live here: Sponsoring literacy beyond the college curriculum

Cresskill, NJ: Hampton Press (2007)

Using Saul Alinsky's community organizing methods and Dewey's progressive education models, the author shows how university writing programs can treat community writing needs as a central focus of their programmatic work. Chapters 1-4 focus on a set of connections between the Temple University writing program and local high schools, a community college, and community groups, analyzing the writing conflicts inherent in such issues as transfer, curriculum continuity, and funding. Chapters 5 and 6 analyze the movement of literacy problems and possibilities among the sites detailed in the first half of the book. The author proposes moving beyond WAC/WID to Writing Beyond the Curriculum (WBC), so that writing programs can see their institutions as "one among many" writing actors in local settings, a frame which students, too, must develop in order to truly understand writing as a social act. [Rebecca Lorimer]

KEYWORDS: service-learning, community-literacy, Temple University, community-service, extracurricular, college-community, school-college, WAC, John Dewey, Sharon Crowley, New London Group, FYC, placement, basic, vocational, two-year, Saul Alinsky, activism, grant-writing, skill-transfer

Herzberg, Bruce

Service learning and public discourse

JAC: Journal of Advanced Composition 20.2 (2000), 391-404

The author reviews reasons for and outcomes of focusing on academic and public discourse in service-learning composition courses. This approach helps students address gaps between academic and public spheres regarding knowledge, values, and communication practices by writing research papers and then making public arguments to real audiences about that research. Service learning influences the students' orientation to their research, the genres they choose, and the public arguments they make about their research. Pedagogical justification for this approach is rooted in civic rhetoric. [David Stock]

KEYWORDS: service-learning, tracking, Mike Rose, public, public discourse, citizenship, rhetorical, academic, pedagogy, real-world, audience

Koch, Cynthia

Making value visible: Excellence in campus-community partnerships in the arts, humanities, and design

Ann Arbor, MI: Imagining America (2005)

In this report by Imagining America, a national consortium that supports publicly engaged academic work, the authors present research findings that illuminate the invisible economy of project-based collaborations in the fields of arts, humanities, and design. Researchers carried out telephone interviews, focus groups, and informational surveys in which 71 participants—40 community partners and 31 university partners—described their experience with public scholarship and provided qualitative and quantitative information about their projects. The report uses its data to define “excellence” in public scholarship, and uses that definition to point toward evaluative parameters to assess such excellence and better articulate its value within existing programmatic infrastructure that may obscure campus-community collaborations. [Rebecca Lorimer]

KEYWORDS: Imagining America, tenure, program-design, college-community, partnership, arts, humanities, design, interview, public-opinion, data

Parks, Stephen

Gravyland: Writing beyond the curriculum in the city of brotherly love

Syracuse, NY: Syracuse University Press (2010)

The author describes a decade of work with the New City Writing and New City Community Press projects at Temple University. Complicating a writing-beyond-the-curriculum framework, the author describes projects caught up in institutional and community politics, as well as government funding and mandates. The book's chapters describe the expansion and contraction of service learning classes and community writing centers, the establishment of a community press, and the eventual diffusion of university-based projects into a local community literacy and arts network. Across these programmatic moments, the author argues that projects must foster tactical resistance with their communities in order to bring about strategic change and open up emergent public spaces for collaborative action. [Rebecca Lorimer]

KEYWORDS: service-learning, community-literacy, writing beyond the community (WBC), college-community, partnership, program-design, Temple University, publishing, student-writing, wcenter

Wells, Jaclyn

Collaboration, administration, and community engagement: One grad student's reflections

Reflections: A Journal of Writing, Service Learning, and Community Literacy 07.3 (2007)
<http://www.reflectionsjournal.org/catalog/blog/2008/10/collaboration-administration-and.html>

In this short article, the author reflects on the challenges of collaboration and administration in a community engagement project. The author describes a project that became the basis for two separate dissertations and also produced a collaboratively built online resource for teachers and students of adult basic literacy. Presenting a graduate student perspective on collaborative scholarship and administrative work, the author argues that community projects are uniquely suited to prepare graduate students for the administrative responsibilities likely to be encountered as future faculty, and proposes that both administration and community engagement should become more frequent topics of coursework in the field. [Rebecca Lorimer]

KEYWORDS: collaborative, scholarship, WPA, student-engagement, adult-ed, basic, community-literacy, Purdue, OWL, wcenter, online, college-community