

2019-20 Introduction to Teaching English 121 (Draft)

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Welcome to English 121

As outgoing English 121 faculty mentor, I am delighted to welcome you to teaching English 121, the Expository Writing Program's service-learning composition course, and to provide this draft introduction to teaching the course. The incoming English 121 faculty mentor Candice Rai and incoming 121 AD Matt Howard will take over this role by the end of Spring quarter 2019 and will shape the training and resource materials going forward, but the basics remain the same: English 121 provides opportunities for public-facing, multimodal and community-engaged teaching that instructors often find creates a powerful space for students to see the real-world stakes of their work. Additional English 121 resources will become available as EWP's archiving and instructional resources sites develop.

This introduction to English 121 resources, guidelines and policies is designed to engage you in an ongoing conversation with English 121 TAs, the English 121 faculty mentor and AD, the staff at the Carlson Leadership and Public Service Center, and scholarly and pedagogical work related to service-learning composition and community-engaged scholarship. Print versions of past English 121 Manuals and many other resources are available to you in A-11.

English 121 contact information and resources

English 121 Faculty Mentor through June 2019: Elizabeth Simmons-O'Neill, esoneill@uw.edu, PDL A-14
EWP Director and incoming English 121 Mentor beginning 2019-20: Candice Rai crai@uw.edu
EWP English 121 AD for 2019-20: Matt Howard mh37589@uw.edu
EWP Program Coordinator: Jake Huebsch jhuebsch@uw.edu
EWP on the English Department website (policies, courses, teaching resources, etc.):
<https://english.washington.edu/teaching/expository-writing-program-instructor-resources>

Carlson Leadership and Public Service Center email serve@u.washington.edu. Email sent to this address is archived, and is read daily by Kathryn Pursch, the Carlson Center's Assistant Director with whom we will work most closely (purschk@u.washington.edu, 616-0784) and other Carlson Center staff, including Community Engagement Manager Donna Pham (pdonna@uw.edu) and Community Partner Liaison Kriya Velsaco (kriyav@uw.edu). Carlson staff may also be reached at (206) 543-4282, via campus mail at Box 352803, and in Mary Gates 171 (Center for Experiential Learning and Diversity). Their web site includes resources for instructors, students and community partners:
www.washington.edu/carlson.

English 121 Instructor Course Archives (and other resources) on a Team Drive for the 2019-20 English 121 Team at <https://drive.google.com/drive/u/o/folders/oACbp67qQngMDUk9PVA>

Resources for service learning from the National Service-Learning Clearinghouse are available at <http://gsn.nylc.org/clearinghouse>, and a range of resources including syllabi at Campus Compact compact.org. Additional EWP resources for 121 will become available as archiving continues.

English 121 Training and Orientation Overview

Training and Orientation for teaching English 121 comprises 8 hours of meetings and 2 hours to archive your course. Below is a brief overview of these meetings and archiving practices as they have existed for the last few years; the incoming 121 faculty mentor Candice Rai and incoming TAs will no doubt make changes.

May 2019 an initial 30 minute meeting of incoming English 121 TAs with the English 121 Faculty Mentor, Elizabeth Simmons-O'Neill. In preparation for this meeting, please read through this "Introduction" and Lean Rubinsky's course archive.

Friday June 7, 2019, 11:30am-1:00 pm, Mary Gates Hall 171: an initial 90 minutes meeting of incoming 121 TAs, Elizabeth and staff from the Carlson Leadership & Public Service Center. **Lunch will be provided.** In preparation for this meeting each incoming English 121 instructor will write and bring 8 copies of your draft "one pager" for your Autumn 2019 course. The "one pager" is a document addressed to potential community partners for your course in which you outline (for a non-academic audience) an overview of your course theme and curriculum, explain the role of service-learning in your course, and briefly outline the assignments you plan to make (including

noting assignments that will require time and labor from your community partners, such as requiring students to interview staff, or to do a project for the community partner).

Following is a sample “one pager” from Autumn 2018:

ENGL 121D: *Composition Social Issues (Seattle Mobility) Autumn 2018 • University of Washington Instructors: Matthew Howard, Elizabeth Simmons-O'Neill*

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

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

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

of their service learning experience and how their interpretation of the word mobility has changed.

You'll find all Autumn 2018 "one pagers" at the Carlson Center's listing of Autumn courses: <http://www.washington.edu/carlson/faculty/faculty-service-learning-logistics/why-service-learning/service-learning-classes-supported-by-the-carlson-center/autumn-2018-service-learning-courses/>. Just click on the link for the course theme.

By July 1: up to one hour allocated for your individually arranged communication with the Carlson Center as you finalize your course theme and one pager, and discuss community partners for your course.

During the week before fall quarter begins in September (date, time and location TBA -- likely to begin at a community partner): a 2.5 hour meeting of 121 TAs, 121 Faculty Mentor and Carlson Center staff that will include a visit to a community partner and lunch at a restaurant in that partner's neighborhood. The English Department and the Carlson Center host this lunch, so there is no cost to TAs. Preparation for this meeting: bring 8 copies of a 1-2 page overview of your curriculum for English 121 in which you briefly outline your assignment sequences, any readings you plan to assign, explain how you will incorporate service-learning and reflection throughout your curriculum, and note questions and concerns you would like to discuss before finalizing your syllabus.

Mid-late fall quarter (date, time and location TBA): a 1.5 hour meeting of English 121 TAs, 121 faculty mentor and Carlson Center staff to debrief about fall quarter courses, share insights and questions, and discuss any changes TAs would like to request in community partner placements for your students in future quarters. Preparation for this meeting: bring 8 copies of a 1-2 page discussion of how service-learning is built into your pedagogy for in-class discussion, informal writing, SA and MP prompts and portfolio reflection, and your insights, concerns and questions about teaching 121. Discussion also focuses on how your cohort would like to archive your courses both for your own teaching portfolios and for the benefit of future English 121 TAs.

Mid-April (date TBA): two hours allocated for creating your course archive. The deadline for submitting your course archive for this year. These "dual archives" capture the course for each instructor's own teaching portfolio, and provide guidance for incoming 121 TAs. Each archive includes the instructor's syllabus, a list of community partners, their assignment prompts, and at least one example of student writing. TAs are welcome to use these survey questions to introduce your archive, or to use another format. In any case, the archive should include your one pager, a list of community partners, your syllabus and assignment sequences, and at least one sample of student work (cleared for future use by the student).

TA-designed survey questions answered in English 121 course portfolios through 2018-19:

1. *How did you prepare students for service learning, both logistically and conceptually. For example, did you assign readings, require participation in the Carlson Center's pre-service workshops, assign writing related to students' current understanding of "service," or something else?*

2. *How do you enable students to look critically at their experience (both the perspective they bring to the experience, and what happens while they're working in the community)?*
3. *How did you integrate your course theme, community-based work, readings and writing? What types of assignments worked well to bring students' community-based work into your classroom and assignment sequences?*
4. *What do you need to anticipate about teaching 121 that might be different from teaching 131?*
5. *What were you able to do in 121 that you weren't able to do teaching 131? And what were you able to do in 131 that you weren't able to do teaching 121?*
6. *How did you strategize teaching to the EWP outcomes and textbook? What types of assignments worked well to help students understand and enact the EWP outcomes, and to make effective use of a composition textbook?*
7. *What should TAs take into account before setting up service learning requirements with the Carlson Center. For example, what are the advantages of a wide range of placements? Fewer placements with more students at each? Placements with specific opportunities (client contact, access to staff open to being interviewed, costs/benefits of partners close to or far from campus, etc.)?*
8. *Identify an assignment in your course archive that worked well, and explain why it worked.*
9. *Identify an assignment in your portfolio that didn't work very well, explain why, and suggest what you might do differently.*

The basics: how teaching English 121 differs from teaching English 131

Your experience teaching English 131 has prepared you to design and teach a course in which students complete two thoughtfully scaffolded sequences and a portfolio, learn to work together equitably and effectively and to think rhetorically, and achieve the EWP outcomes. English 121 is a service-learning composition course which is in many ways very similar to English 131, and the EWP policies, pedagogies, and textbook (short version) are the same in 121 and 131.

The central differences in teaching English 121 are that one of your students' central texts and methods of participation and inquiry is the time they spend -- typically 20-40 hours during the quarter -- at a community organization relevant to a course theme you identify. These community partnerships also shape your teaching as you design assignments that integrate reflection and community-focused writing and presentation projects which offer significant real-world stakes for students' work. You will collaborate with the University of Washington's Carlson Leadership and Public Service Center staff to identify community-based volunteer placements that will work well for your students; your students will register for service-learning and their work will be assessed via the Carlson Center's EXPO website.

The only required text for English 121 is the brief version of the EWP textbook (without readings). English 121 TAs typically assign a small number of readings related to their course theme, to theorizing service-learning and genres relevant to students' community-based work, and to the critical importance of reflection and self-awareness as students learn from and have an impact on others through their community based work.

Organizational artifacts such as their web sites, brochures and press releases also become texts and genres to be read and analyzed alongside other course texts. As several TAs note in their course archives, a few carefully selected readings are sufficient to frame your theme and your assignment sequences, and making continual explicit connections between students' service-learning and your assignments is critical.

Instructional responsibilities for English 121 instructors (in addition to all other EWP instructor responsibilities) include:

- Before the quarter begins:
 - To ensure that students know your course requires service learning and are aware of your course theme, English 121 TAs are asked to upload canvas syllabus descriptions as soon as you appear in the time schedule as instructor, and to email your class lists three weeks before the quarter begins to remind students that English 121 requires service-learning and identifying the theme for your particular section. (The service-learning requirement is listed in the Time Schedule as well.)
 - Be sure that your assignments -- discussion, writing and presentation -- integrate and reflect critically on students' service-learning experience. Much of the rest of this "Introduction" offers suggestions for assignment sequences early in the quarter before students have substantial experience with their organization, and for later assignment sequences completed with, for or about their community partners.
- At the beginning of the quarter:
 - To ensure that your students fully understand and are able to fulfill the service-learning component of your course, include the required syllabus language (below) in your syllabus, and go over this with students the first week of classes. Call attention to the deadlines by which they must let you know if they have not registered, been oriented and begun their service-learning.
 - The Carlson Center will send 121 instructors emails with information about your community partners, EXPO (the online registration/evaluation system for service-learning to which you have access for your class), coming to your class to explain service-learning, deadlines for registrations, and evaluations of your students from the community partners. Please read and respond to the Carlson Center's emails.
 - Familiarize yourself with the EXPO position listings for your students including volunteer shifts, orientation dates, locations, and methods of communication so you can help them problem-solve if they are unclear about how to register and get started.
- When the deadline for registering for service-learning for your class has passed:

- go to EXPO for your class (login at <https://expo.uw.edu/expo/login>) and confirm that all of your students have registered for service-learning. This is quick to do, as you will see the name of the organization each student has committed to to the right of their name on the EXPO roster for your class. If you see students who have not registered for service-learning by the time registration closes, contact each student immediately by email, calling to their attention the service-learning requirement to pass English 121 (as outlined in your syllabus) and explaining that they must go in person to the Carlson Center to get registered, and remind students that available positions are listed on EXPO for their class. Follow up in person at the next class meeting.
- At mid-quarter:
 - check your EXPO roster again. If you still have students who have not registered for service-learning, follow up with students by email and in person and let the English 121 faculty mentor know. (It shouldn't be possible for students to get to mid-quarter without beginning service-learning without your awareness, because you will have been asking them to discuss and write about their experience in class.)
- At the end of the quarter:
 - check EXPO again for community partners' evaluations of your students' work, and follow the process outlined in the required syllabus language for awarding the 10% of your course grade based on students fulfilling their commitment to their community partner.

Required syllabus language for English 121

Your syllabus must include the usual required information for any EWP course:

- *your name, how to contact you, office location, office hours*
- *readings in the course*
- *a description of the course*
- *a description of the assignments*
- *a description of student responsibilities*
- *the "complaint clause"*

For English 121, your syllabus must also include the following information, which may be cut and pasted, with relevant dates for the particular quarter included. (This required language may be updated by the Carlson Center in preparation for Autumn 2018 courses.)

Public Writing Policy

Nearly all public writing assigned in English 121 is done either with or for community partners (flyers, testimonials, newsletter articles, fundraisers, research on areas of interest to the organizations, surveys, etc.), so this public writing is already cleared by those agencies for use beyond the classroom. In cases where public writing is not done in consultation or collaboration with agencies, but refers to agencies or is based on your work at those agencies, even if the agencies are not identified by name, you must receive permission for this work to go beyond your classroom through a

signed release from your site supervisor. Examples of public writing referring to organizations, but not necessarily done with or for organizations, might include policy proposals, wikis, editorials, letters to the editor, public blogs, facebook pages, etc. If you have any question about whether your writing is public or requires permission, consult with your English 121 teacher.

What is service-learning?

Service-learning provides a unique experience to connect coursework with engagement in and with the local community. Offered as an integral part of many University of Washington courses, service-learning provides students an opportunity to reflect on their in-class learning in tandem with an on-going commitment to a local non-profit or community-based organization. Service-learning opportunities address concerns that are identified and articulated by community partner organizations. Service-learning combines community-based service with structured preparation and reflection opportunities.

The Carlson Leadership & Public Service Center coordinates service-learning opportunities for undergraduate students and is a resource as you connect to community-based opportunities.

Commitment expectations

Service-learning opportunities generally expect a minimum weekly commitment of at least three hours. Students are expected to commit from the second week of the quarter through the last week of classes. Service-learning is seen as an essential “text” of your class – you are expected to regularly engage with, reflect on, and integrate the service-learning into your classroom experience through structured classroom reflection and assignments. Building authentic relationships and consistent, weekly engagement with your community organization are essential components of successfully completing your service-learning.

How do I select a service-learning position?

Instructions for reviewing a list of service-learning opportunities matched with this course will be presented during the first day of classes. You can also visit uw.edu/carlson and follow the service-learning link on the website.

Registration for a service-learning position takes place online. Please check the Carlson Center web site for the specific date and time registration will open for this class. Most courses will register for service-learning positions during the latter half of the first week of classes.

Service-learning orientations

All students are expected to complete an orientation with their selected service-learning organization as soon as possible after registering for service-learning. As soon as you register for your position online and receive a confirmation email from the Carlson Center, contact your organization by phone and email to either 1) confirm your attendance at an already scheduled orientation or 2) to schedule an orientation if no specific date/time was listed in

your position description. Ideally, orientations should occur during the second week of the quarter and no later than the third week.

If, by XXX [typically Friday of week 3] you have not registered for service-learning, selected an organization, attended an orientation and begun your service-learning work, it is your responsibility to notify both your classroom teacher and the Carlson Center to discuss next steps.

How is my service-learning evaluated?

The schedule and duties for your service-learning are outlined in the position you select, and should be discussed with your site supervisor at orientation/as you begin your service. If you have any questions about schedule, hours, or duties necessary to fulfill your commitment to the organization, you should check in with your supervisor at the organization or with the Carlson Center by XXX [typically Friday of week 3 of the quarter]

At the end of the quarter, the organization where you have engaged in service-learning will submit an evaluation of your service-learning work. Organizations complete a rubric assessing issues such as your responsibility in contacting them and attending an orientation, maintaining the schedule you committed to, your contribution to the work of the organization, your professionalism, and your concern for the clients and mission of the organization. In addition, the organization is asked to note either that you have a) fulfilled your commitment to the organization, or b) that you have not yet fulfilled your commitment but are expected to by the end of the quarter, or c) that you have not fulfilled your commitment and are not expected to by the end of the quarter.

How is my service-learning evaluation used in figuring my final grade for English 121?

Service-learning is required to pass English 121. *Service-learning is essential to much of your work including writing assignments in English 121, and is thus essential for creating a complete (eligible for grading) portfolio. **You cannot pass English 121 without doing the service-learning component.** In addition to being essential to your written work, successful completion of service-learning also accounts for 10% of the course grade.*

Students whose organizations report that they have fulfilled their commitment, or are expected to by the end of the quarter, will receive full credit (4.0) for this 10% of their course grade in English 121. Students whose organizations report that they have not fulfilled their commitment and are not expected to by the end of the quarter will receive no credit (0.0) for this 10% of their course grade in English 121.

Students do not need to reach out directly to the Carlson Center to inquire about whether their evaluation has been received. The Carlson Center conducts multiple rounds of targeted follow-up with partners when necessary, reminding them to complete the evaluations. In the event that your service-learning evaluation is not submitted or your work received a negative ("did not fulfill commitment") evaluation, your instructor will pursue clarification.

Questions about service-learning: *The staff of the Carlson Center is available to answer any questions about service-learning or assist you in registering or connecting with an organization. Stop by the Carlson Center weekdays between 9:00 AM – 5:00 PM to speak with a member of our team. You may also email at serve@uw.edu or call (206)543-4282.*

A little context: the impact of effective service-learning pedagogy

Successfully integrating service-learning into your teaching requires that your assignments integrate academic and experiential learning and research, and that your classroom become a place where the meaning of community work is inquired into, reflected on, discussed, and written and presented about. Your students will need to understand their own situatedness, and to develop competence in working in partnership with people in your class and at their community partners who may be very different from themselves – or may be the people they grew up with. Partnerships with the Carlson Center, service-learning organizations and your students can enrich your own professional development and provide real opportunities and stakes for public writing, for immediately applicable research and reflection, for meeting the needs of organizations at the same time students engage the EWP Outcomes, and for students' increasing awareness of and action within the complex situations into which and from which they write.

Characteristics of effective service-learning courses – all evident in practice in the collaborative work of English 121 and the Carlson Center -- include instructor training, connecting service to curriculum, students' choice of and training for community placement, student work in the community for more than 10 hours, ongoing reflection throughout the quarter, communication between faculty and service-learning partners, and recognition of student contributions (Tannenbaum and Berrett 198). Axlund and McWilliams' 2009 "Washington Campus Compact Civic Engagement Survey Summary" found that over 80% of students involved in the Students in Service program reported increased ability to make connections between the classroom and learning outside the classroom, to develop and articulate educational goals, and to have gained increased initiative to choose a career that will benefit the common good, improved ability to solve problems, increased involvement with people different from themselves, and increased ability to listen to and to consider alternative points of view, and to work cooperatively or collaboratively with others (19-20).

Research suggests that effective service-learning courses also improve students' ability to learn academic content and to achieve course goals in critical thinking and writing (Feldman et. al 2006). Service-learning has also been demonstrated to improve students' social competency and perceived ability to work with diverse others, to provide meaningful action against stereotype threat, to engage in meaningful advocacy and civic life through written and multimodal projects, and to increase their confidence in their "ability to identify issues, work with others, organize and take action, and build a commitment to civic participation" (Tannenbaum and Berrett 198, Flower 230 ff., Hutchinson et al and Teutsch et al). The Higher Education Research Institute's study of over 22,000 undergraduates reported "significant positive effects" on all outcomes measured including academic performance, values, self-efficacy, leadership, choice of service career and plans to participate in service after college (2).

Service-learning also has the potential for a powerful impact on both student and instructor experience. A 2014 University of Washington study found that among the reasons students drop out of UW – with those on Pell grants and African American, Pacific Islander and Native students represented at higher

proportions – include not only the expected academic and financial challenges, but even more important to their decisions to leave were depression, lack of well-being, feeling unwelcome, social isolation, and finding their experience not worth the cost of attending.

EWP's small interactive classes in which students have conferences with their instructors provide us with unique opportunities to address these social deterrents to student success (Beyer et al). In fact, Composition courses may be the only small courses students take in their first two years at UW, or even during their entire UW career. Campus Compact's Research Brief, "The Positive Impact of Service-Learning on College Student Retention," suggests that service-learning has a significant positive impact on retention, a finding supported by Prentice, Robinson and Patton's recent study. Pribbinow's 2005 study of The Impact of Service-Learning Pedagogy on Faculty Teaching and Learning confirmed that service-learning teaching improves communication of theoretical concepts, and also enhances faculty knowledge of student learning.

Effective community-based work "draws from and contributes to academic and community expertise, resources, exigencies and knowledge" and views "community partners.... as co-teachers and researchers" (Rai). Service learning courses like English 121 provide UW students unique opportunities to connect coursework with life experience through public service, to examine their understanding of that 'service' and of themselves, to experience and take action with regard to issues traditionally studied only within classrooms, to become critically aware of their own roles and of multiple genres and publics, and to use writing and multimodal media as a mode of both inquiry and action. Latta et al's 2018 article "Approaching Critical Service-Learning: A Model for Reflection on Positionality and Possibility," which includes discussion of and models for critical reflection, is an example of an academic source that may be useful for both instructors and students in English 121.

Service-learning is also an area of engaged scholarly publication. Many examples are mentioned in this Introduction, listed in the Works Cited, linked to our 121 Community Page (available through summer 2018), and available through Campus Compact, the National Service-Learning Clearinghouse, as well as the usual scholarly sites. English 121 instructors and students might be interested in the example of UW's Homeless Media Coverage Study Group. English faculty members Anis Bawarshi, Gail Stygall, George Dillon, Sandra Silberstein and Candice Rai and English 121 TA Megan Kelly participated in a 'Media Analysis of Homeless Encampment "Sweeps."' Their document provides an outstanding example of engaged scholarship as community action based on rhetorical analysis and public writing.

<http://faculty.washington.edu/stygall/homelessmediacoveragegroup>.

Working with the Carlson Leadership and Public Service Center to establish course themes and community partners

English 121 TAs communicate with Carlson Center staff in the process of planning your courses, and whenever problems, questions or concerns arise with regard to your students' work in the community. English 121 is based on a series of reciprocal relationships designed to help ensure that this partnership provides both a needed service to the community and significant learning for our students. The Carlson

Center staff has experience with service-learning from the perspectives of both community organizations and academic courses, and works closely with the English 121 faculty mentor and English 121 TAs. In addition to placing your students and letting you know when they have fulfilled their commitments to their service-learning organizations, Carlson Center staff offer pre-service workshops for students, and they are available to work with you on assignment development, especially as it relates to integrating students' service experience into your course, and to issues of confidentiality and public writing. In addition to consulting with the Carlson Center and the English 121 faculty mentor, some English 121 TAs also visit their community partners, or volunteer alongside their students, but this is not required or expected.

Your English 121 course theme, readings and assignments provide an essential context within which students experience their work in the community. You have many resources available as you choose and refine your course theme, and the English 121 Community Page includes a wide range of course themes, assignments, student writing, and TA reflections and recommendations. The English 121 faculty mentor Elizabeth Simmons-O'Neill, who frequently teaches service-learning courses, is available to support all aspects of your work as an English 121 TA.

Talk to the Carlson Center staff early and often as you develop your theme. The Carlson Center continually updates a list of organizations that work well for, and are served well by, the entry level students in our composition courses. A theme that seems ideal in theory – such as immigration and citizenship -- may not work well in practice. In this case, for example, many service-learning organizations working directly with new Americans and with immigrant and refugee populations require at least a six month commitment, will not accept volunteers less than 21 years of age, and are often located quite far from campus. This means that immigration-related service-learning works well for upper division courses, but not for entry level courses.

Some themes and organizations that have worked well in English 121 include:

- Aging and senior services
- Education and educational access
- Youth and families
- Literacy, language and identity
- Environmental issues including environmental justice
- Homelessness and housing insecurity
- Hunger, food security and food production
- Theorizing service and civic engagement
- Public writing (policy, advocacy)
- Transportation and mobility
- Writing as social action

Considering the needs and range of Service-Learning Organizations as you plan your course is an important part of your conversations with the Carlson Center. For example, it might be important to you to have a smaller number of organizations, each willing to take on several of your students, so your students can work in site-base groups for discussion, multimodal presentation and writing projects in your class. This is definitely possible, but might not work if you want very much for

your students to volunteer at *Real Change*, because this organization only takes one or two students each quarter. Some organizations may not be able to accommodate assignments requiring students to conduct interviews or to write publicly about their work at the organization, while some will welcome this type of partnership. Students occasionally ask if they can arrange their own placements for English 121. The Carlson Center can work with students who have a pre-existing relationship with an organization if the pre-existing placement is relevant to your course theme.

Once you have selected your course theme, you will write a “one pager” describing your course themes, writing assignments and understanding of the role of service-learning in your course. This document will be available to both community organizations and your students on the Carlson Center’s EXPO site. One pagers introduce the role of service learning and provide the framework within which any public writing occurs.

Designing Service-Learning Assignment Sequences

It is essential to effective, ethical service-learning composition instruction that your assignments --discussion, writing, multimodal and presentation -- integrate and reflect critically on students’ experience in their community organizations. Our work in English 121 is based on a model of asset-based partnership with community organizations willing to include our students in their work, and in some cases to provide or authorize public audiences for our students’ writing. This work creates a space for us to welcome our students and their expertise and communities of belonging, to create collaborative learning communities that extend beyond campus, and to support our students in the sometimes-difficult work of making sense of their experience and articulating its impact on their personal, academic, professional and civic lives.

Sensitizing students to their capacity as learners, partners and advocates carries ethical responsibilities for us as teachers. All UW policies on using University resources for lobbying apply to the work of students and TA in English 121. In addition, English 121 and the Expository Writing Program have established public writing policies to clarify for students and TAs the steps that must be taken before any writing goes beyond the classroom in either print or electronic form. Discussions of ethical issues and questions for service-learning teachers in the 2012-13 manual include Alcott’s “The Problem of Speaking for Others,” Thomas Deans’ “Ethical Concerns in Community-Based Research” and Michael Berndt and Amy Muse’s “Second Inquiry: Writing in Civic Communities” from *Composing a Civic Life* (available in the English 121 library in A-11) work by Ann Feldman et al in the 2012-13 Manual, and Lori Gardinier’s 2017 “Mind-Set, Critical Theory, and the Ethics of Engagement,” a useful introduction to service-learning composition posted on our English 121 Community Page (new location will be announced).

As you build on your previous EWP experience to design your English 121, you may find the English 121 TA surveys are a valuable resource for you. The TA survey questions were designed by and have been revised and responded to by English 121 TAs over the last several years, and cover a wide range of practical and theoretical issues.

Account for service-learning hours in your course planning and grading: English 121 students' experience in the community can be seen as a course text that needs to be introduced and analyzed like any other text. It is also a form of participation as well as a form of research. As you design your course, keep in mind the hours each week your students spend in the community. As you prepare your syllabus, be sure to use the English 121 syllabus language, which is explicit that service-learning is required for successful completion of your course. **Be sure you and your students understand that students cannot complete the writing required in English 121, and thus cannot produce a complete portfolio, if they are not engaged in community-based service-learning, and that successfully completing service-learning also accounts for 10% of the course grade.**

Reinforce the importance of confidentiality in your classroom and in your students' written work.

Many service-learning organizations where your students volunteer have confidentiality policies. Even when a policy is not made explicit by an organization, English 121 TAs and students must respect the confidentiality of clients/guests with whom they work, and must not identify clients or guests by name or by sufficiently specific detail that the individual could be identified in students' written work or class presentations. Staff who have agreed to be interviewed or cited may be cited by name for work that remains within the classroom. The more detailed EWP Public Writing Policy (among the required syllabus blurbs above) outlines policies which must be followed for references to any organization or people.

In English 121 you are often inviting students into potentially challenging situations with real consequences and sometimes real risks. In your classroom they are likely to be learning to be a new kind of student, and in fall quarter may be away from home – sometimes thousands of miles away -- for the first time. They may be entering very new situations in the community, where their lack of familiarity, unexamined assumptions or unreliable participation can affect the organizations and their clients – or, as Mitchell and Donahue point out (in Strait and Lima), students may be returning to their home neighborhoods in service-learning. Students may make mistaken assumptions about the lives and experiences of the people they work with in the community, and also about their classmates and teachers. Students may have emotional responses to these experiences that they won't know how to deal with, and your assignments can support them in making those responses catalysts for something more. We have the potential to create “brave spaces” in our service-learning classrooms, space where students engage with curiosity, compassion and courage in understanding individual, organizational and systemic inequalities.

As Kolenko et al argue, “Learning by doing must be performed in combination with critical reflection on experience” or it becomes “doing without learning.” The DEAL model for critical reflection (**D**escribe, **E**xamine, **A**rticulate **L**earning) included in the final section of the 2012-13 manual offers a range of reflective prompts focused on personal growth, civic engagement, academic learning and meta-cognitive reflection on learning. However, as some TAs note in their 121 TA survey responses, your assignments in the first part of the quarter should not rely extensively on students' experience at the sites, which may not begin beyond an initial orientation until week 3 of the quarter. Assignments engaging the idea of civic engagement and experience with community service early in the quarter can create a personal and theoretical framework for

students' community-based work, as can research into their community partners and the issues and genres at play in these organizations.

Integration of and reflection on service-learning is essential, and needs to be scaffolded and ongoing in the writing, discussion and conferencing that happens in your class. A few useful models include:

- class blogs engage students in their own and the colleagues' experience, and provide a space to share emotional responses and see them as catalysts for evolving lines of inquiry. You might assign a series of blog posts. Consider engaging with the blogs as they're posted, not grading them individually; once the blogs are completed, you might grade them together as a short or major paper);
- service-learning journals can provide 121 instructors with a window into the service-learning organizations and the students' thinking, and can also be assigned and viewed as students' ethnographic field notes for other assignments. Janet Eyler's model of reflection, using the "what, so what, now what" model, which moves from description ("what?") to analysis ("so what?") to application and inquiry ("now what?");
- site-based classroom presentations might be assigned in place of a short or major paper, offering students an opportunity to reflect on and analyze their experience, to put it in conversation with course texts, and to gain skill and confidence in collaborative multimodal presentation;
- collaboratively authored site-related work might build on class presentations, or be completed for the community partner, or both;
- personal reflections with intertextual responses to readings and service provide an opportunity for students to reflect on emotions they encounter at various times in their service, and to catalyze that experience as a topic for inquiry;
- research into and analysis of the communities students are joining make effective sequence one assignments;
- a "my service-learning" portion of the portfolio encourages students to review and reflect on their experience both in and out of class;

Roger Chao's 2017 University of Washington dissertation *Navigation and Negotiation: Examining the Ecology of Service-Learning Composition Courses* is an excellent resource for developing the role of critical reflection and emotion in your pedagogy, and for seeing **the dual purpose** of assignments that meet both community needs and enact EWP outcomes.

Scaffold the skills students need to be resilient, open-minded participants in your classroom, in the community, and in life. You might consider explicitly teaching metacognition, mindfulness, and emotional awareness and management as central to learning, giving students opportunities in discussion and in writing to reflect while emotions are fresh and can be managed, to talk about feelings engenders, and about strategies for responding to difficulty (Chao, Bush, Driscoll and Powell).

English 121 is an opportunity for students to engage generative questions, and to consider that the way they (and we) are accustomed to seeing things may also be a way of not seeing. Think about ways to help students examine how they move from evidence to claim – what is the warrant, the interpretive move between data and evaluation or conclusion – that may be invisible to them? What are their

pre-conscious implicit associations and the cultural narratives that shape their understanding of the world and of data.

One way to see the arc of a service-learning composition course is to begin with reading, writing and discussion models focused on students' situatedness, implicit associations, and understandings of what "service" and "community" mean; on recognizing that their ways of seeing themselves, each other and their work are also ways of not seeing; and on bringing their expertise and communities of belonging into our learning community. A final project might look ahead to forward-looking transfer of what students have gained whether through personal or activist/advocacy projects, or career or workplace projects.

To help students use writing to move beyond anecdote, binary thinking and unexamined assumptions as the basis for claims, in addition to asking students to learn more about the organizations and issues related to their volunteer work, assignments early in the quarter might help them to identify their own subjectivities. Understanding the situatedness of their experiences and perspectives and the need to be open to interrogating commonplaces and analyzing the relationship between evidence and claims are crucial skills for both civic engagement and college writing. The EWP textbook and outcomes are particularly supportive of this kind of awareness and analysis, as are assignment sequences which include carefully focused topics, substantive well-defined research, interviews with those directly involved with the issue, and effective use of peer review and instructor conferencing to clarify unexamined or unsupported assumptions and to introduce complexity and counter-arguments.

Among many discussion models you are already expert with, you might try Walter Parker's "Feel Free to Change Your Mind," which outlines a model of "Structured Academic Controversy" (SAC) in which students move from an assigned position on a topic, to representing the "opposing" view to the satisfaction of the students assigned to the opposite position. After both stating their position and then restating an opposed view, discussion and inquiry open up to students' now more-informed understanding of the issues and their individual views and questions. Asking students to think in terms of the assets or capacities, rather than the deficits, of the communities with which they work might be another useful shift in perspective, and can generate effective assignments related, for example, to asset-mapping and interviewing leaders in what has been perceived as an "at risk" community defined largely by its deficits. Dray and Wisneski's "Mindful Reflection as a Process for Developing Culturally Responsive Practices" (on our common view) introduces "deficit" vs. "asset" based thinking, calls attention to the extent to which we often move from describing to evaluating experiences (and people) without noticing the interpretive stage that connects these two, and suggests a model for recognizing and moving beyond implicit bias. Articles in the 2012-13 manual by Feldman et al, Mathieu, and Deans also help students conceptualize the relationship of their volunteer work and their writing to the work of community partners.

Unexamined work in the community, or experiential learning disconnected from critical reflection through assignments and classroom discussion, runs the risk of simply alienating students or reinforcing limited existing perspectives and damaging biases. As Ann Feldman says in "Teaching Writing in the Context of Partnership," "just as we ask our students to understand writing as a

contextual process, we too need to understand the teaching of writing as a situated process, taking into account its place in the newly emerging context of the engaged university that continually reinvents itself in reciprocal partnership with its neighbors” (203). Stewart and Webster’s 2010 *Problematizing Service-Learning: Critical Reflections for Development and Action* raises questions about sometimes unexamined implications of service-learning pedagogy and engaged scholarship. Materials included in the 2012-13 manual from Quinnipiac University’s Student Session on Service Learning (facilitated by Nadinne Cruz), the DEAL model of critical reflection; Christine Cress, Peter Collier and Vicki Reitenauer’s chapters “What is Service-Learning?” and “Creating Cultural Connections,” from *Learning through Serving* (all included in the 2012-13 print version of the manual); Flower’s “Who Am I? What Am I Doing Here?” and “Intercultural Inquiry: A Brief Guide” from *Community Literacy and the Rhetoric of Public Engagement*, and Barbara Jacoby’s *Service-Learning Essentials* all provide thoughtful introductions and classroom exercises to help English 121 students inquire into the assumptions they bring to the classroom and to the community. Joshua Stearns’ posting of Keith Morton’s brief piece “Starfish Hurling and Community Service” quickly engages students in considering their assumptions about the meaning, impact, context and goals of community-engaged learning
<https://www.thesca.org/connect/blog/starfish-hurling-and-community-service>

Increasingly, we and our students come to our classrooms not only from diverse perspectives within the United States, but from a wide range of countries, cultures, languages and life experiences. Mitchell and Donahue’s chapter “I do more service in this class than I ever do at my site”: Paying attention to the reflections of students of color in service-learning” centers the need to be aware of the diversity of our students’ experiences (in Strait and Lima; see also other works by Mitchell on our community page). Explicit discussion of community-based work, volunteering, understandings of “service,” the needs and goals of the organizations with which we work in partnership, and navigating the city are crucial, as is encouraging your students to share their cultural, linguistic and other expertise both in the community and in your classroom.

International service-learners in a winter 2012 UW focus group noted that understanding the requirements of the volunteer positions and getting to and from their service sites were sometimes challenging. International service-learners have also noted the value for their confidence and participation when service-learning placements allow them to make use of their cultural and language expertise. International service-learners also noted that because of their F1 Visas, obtaining an internship is often a challenge. As a result, international students are often looking for volunteer/real world experience, and service-learning can provide them that opportunity. In Spring 2014 Norah Fahim offered the first of our ongoing offerings of “MLL (multilingual) 121,” a section designed for students who self-identify as non-native speakers of English who would like to complete their composition requirement in a multilingual multicultural learning community. Gardinier’s “Implications for Practice” from her chapter “Hosting International Service-Learning Students” (2017) is included in the Works Cited at the end of this introduction. Sumyat Thu and Yan Wang’s “MLL 121” course archives are also available to the English 121 Faculty Mentor (along with a few other course archives) and will become more widely available during 2019-20 as resources are relocated.

Sequence One assignments can support your students' learning in the classroom and in the community. Your students may be working directly with clients served by the agencies where they volunteer, or they may be doing other types of work that may not seem as immediately meaningful to them. Assignments early in the quarter might ask students to research the history, purpose and activities of the agencies where they are volunteering, putting their own small contribution into a larger context. Westheimer and Kahne (whose piece on citizenship and service-learning on our 121 Community Page) provide a useful model for encouraging students to theorize a place for their work in a larger context. The authors propose three definitions of citizenship: personally responsible (e.g. contributing to a canned food drive), participatory (e.g. organizing the food drive) and justice-oriented (e.g. investigating the larger structural causes of hunger in the community). The authors discuss these actions in terms of potentially contradictory understandings of service-learning, citizenship and the causes of and solutions for complex problems. Your students might (or might not) find that an understanding of the justice-oriented purpose of the organization provides a meaningful context for their personally responsible contribution, and your writing assignments might encourage them to inquire into the larger structural issues. Among other readings related to assignment design and assessment is Feldman, Rai and Marie's "Assessing Writing and Learning in Community-Based Courses," and Deans and Bacon's "Writing as Students, Writing as citizens: Service-Learning in First-Year Composition Courses."

Research into the organizations' history, mission, current activities and analysis of the genres used as the organization represents itself online and in public documents can be an effective first sequence of assignments both to create a context for students' volunteer work, and to develop research, writing and revision skills. An early assignment might be based on a genre analysis of effective emails in which students introduce themselves to the organization. UW librarians can work with you and your students to help understand the context of the organizations where they work, the needs and capacities of those organizations and their clients, and relevant genres and research skills. If you are planning to have your students interview staff at their service-learning organizations, be sure to let the Carlson Center know before the quarter begins so they can clarify this in their initial arrangements with the organization. Also encourage your students to make interview appointments at least two weeks ahead of time, and to consider conducting interviews in small groups if possible.

Relevant for sequence two (and in some cases begun in sequence one): a common typology for thinking about writing in service learning composition courses is Tom Deans' work on writing about, with or for the community, a discussion of which is included in the piece by Deans and Bacon (in the 2012-13 Manual; Deans' materials are also on our community page). Successful assignment sequences in English 121 might combine assignments from two or even three of these approaches, building on various skills, perspectives, genres and audiences as students engage a range of types of research, analysis and presentation, including artifacts created for the organization.

Some typical types of assignments in writing about the community include personal essays, ethnographies, analyses and definition of particular communities, agency profile reports, research into the issues addressed by the agencies where students work, agency discourse analysis, genre analysis, and completing background research for, conducting and transcribing interviews with

agency staff. Many of these assignments benefit from a sequence including some collaborative and some individual work. Interviews with agency staff can be a crucial type of evidence; please encourage your students to request interview appointments with staff at least two weeks ahead. If you have several students at one site and all of them will be required to include interviews as a type of evidence in a project, consider recommending that they conduct group interviews. Assignments about the community and agency are an excellent way to engage multiple genres and media, and EWP Public Writing policies allow students to understand the ethical implications and high stakes of their public work.

When writing for or with the community, students will need time to schedule meetings with agency staff to gather information and/or plan collaborative work. Assignments based on writing for the community clearly serve the dual purpose of addressing organizational needs and EWP Outcomes, and might include progress reports, news articles, newsletters, surveys, brochures, volunteer testimonials and event publicity (Chao). Students writing with the community might participate in researching and writing proposals, collaborate on awareness and outreach (creating flyers or brochures for tabling, lobbying or distribution on campus or in the larger community), collect oral histories, or research and produce training materials. Past English 121 projects for the community include producing flyers advertising organization events and drives, producing training materials for volunteers in a public school, and writing articles about the community organization for local newspapers and organizations newsletters and websites.

In addition to assignment sequences and sample student work included in the TA course archives on our community page, Paula Mathieu's chapter "Composition in the Streets" (from *Tactics of Hope: The Public Turn in English Composition*) and Feldman, Rai and Marie's chapter "Assessing Writing and Learning in Community-Based Composition" (from *Making Writing Matter: Composition in the Engaged University*) also provide assignment ideas and pedagogical frameworks useful for English 121. These chapters are included in the final section of the 2012-13 Manual.

Portfolio reflections and final assignment sequence in English 121 are opportunities for students to engage in meaningful reflection on their development as writers, and as people, professionals, and community members. Be sure to include students' reflection on the impact of community based work on their learning (and, where possible, the impact of their work on the organization) in the portfolio reflection.

The UW Career & Internship Center offers a wide range of events and resources and their staff may be available to work with you on assignments and in-class workshops in which students identify a position (job or internship) they'd like to apply for, gain skill and confidence in understanding genres like resumes and cover letters, seeing and articulating their "dependable strengths" as they relate to working life, and creating targeted application materials for their chosen positions. A current copy of the Career & Internship Center's "Career Guide" is available at <https://careers.uw.edu/resources/career-guide>. Students have consistently found this assignment sequence and workshop to be encouraging, challenging, and heartening.

My approach to mentoring English 121 has been to see this as an intertwined series of asset-based capacity-building relationships -- with our students, with each other, with the Carlson and Career Centers, with our community partners, with the people who rely on and help sustain our community partners, and with the entanglements that both bring us together and offer very different, often very inequitable, access to resources and opportunity. My own thinking is that this demanding work is part of the critical work of writing instruction, which is part of the critical work we must do individually and together. As Robin Wall Kimmer puts it, my hope and my practice is to proceed so that "All of our thriving is mutual."

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