**Resources available in Dinand Library**

Adler-Kassner, L., Crooks, R. & Watter, A. (2006). Writing the community: concepts and models for service-learning in composition. Urbana, Ill.: National Council of Teachers in English. (Available in Dinand Center for Teaching PE1405.U6 W765)

In reflecting upon her Stanford University composition class where students wrote a newsletter for a local non-profit aiding Central Americans escaping political persecution, Professor Nora Bacon states that her students, “had come to care deeply about what they had to say; they wanted, in the newsletter, to spread the word to a wider audience and, in their research papers, to work out a coherent and well-argued defense of their views. They were functioning not as students but as writers” (p. 42).

Fallon, A. Community-based learning and the work of literature. Bolton, MA: Anker Publishing. (Available in Dinand Center for Teaching LC1036.5 .C65 2007)

This book begins by arguing that natural links exist between community-based learning and the teaching of literature due to their similar attention to culture, ethnics, language, identity, compassion, and cultivating humanity.

The book provides detailed descriptions of the following courses and CBL projects:
Hispanic Literature- Students engaged at non-profits on the San Diego/Tijuana border.
German Literature – Students engaged at an Alzheimer’s home with German residents
Ethnic & Minority Literature – Students gathered oral histories from elders
Dakota Literature, Culture, & History – Students engaged at a museum of Dakota life and Tribal offices
College Composition – Students serving in a museum about poet Anne Spencer.
Literature & Medicine – Students engaged in nursing homes, children’s health centers, and an AIDS hospice
The Rhetoric of Healing – Students engaged as patient advocates at health-related, community-based organizations
Introduction to Children’s Literature – Students read in classrooms and built a children’s library

**Examples of CBL courses in Literature and Composition**
*Advanced Composition: Writing Memoir*, University of Louisiana at Baton Rouge

The goal of this course is to develop writing skills by writing personal memoirs, life stories, and reflective essays. The service-learning component of this advanced writing course will require students to meet with and interview a resident of St. James Retirement Community at least five times during the semester. Students will work in pairs to write the resident’s memoir, based on the five interviews. The final class will include a presentation of the memoirs to the retirement community. Sample Text: *Inventing the Truth: The Art and Craft of Memoir* edited by William Zinsser

#### *Writers Helping Writers,* Wright State UniversityIn this course, college students serve as writing coaches for high school students. In the process of teaching writing, college students learn more about the fundamentals of writing. Additionally, the tutoring experience provides material for the college students to use in their own reflective writing.

*Culture: Food and Literature*, Louisiana State University at Baton Rouge
Through our study of literature we will examine the centrality of food in not only the sustenance of life, but also in the ‘making of meaning’ in such things as family, relationships, holidays and religions across cultures. As we look at representations of food in literature, we also explore the experience of hunger. A service-learning portion is required that involves about 2 visits each month (for a semester total of 15 hours) to the Greater Baton Rouge Food Bank or St Vincent de Paul’s. Documentation of hours will be submitted monthly to the instructor along with a reflective journal of your experience. Texts include *Like Water for Chocolate* by Laura Esquivel, *Angela’s Ashes* by Frank McCourt, *A Bite to Eat Place* by edited by Andrea Adolph

*Children’s Literature*, University of Richmond

In this course, students read significant books written for children and young adults. They explore first-hand how books impact school-aged children by interacting and reading with kids in the greater Richmond community. Students may work with youth in elementary and middle schools and childhood literacy programs. Another option is to examine the way children's literature is marketed in libraries and bookstores.

*Introduction to Professional Writing*, University of North Carolina at Wilmington
This course introduces students to the basic concepts involved in professional writing environments and provides guided practice in drafting business documents, such as resumes, memos, proposals and reports. Both individual and group writing projects will be assigned; however, collaborative assignments will be emphasized. Most importantly, the class is framed in a service-learning context, which means that students will act as writing consultants for an area non-profit agency or UNCW entity, completing a project that targets real world audiences.

*Telling Truths I: Writing for the Cause of Justice,* Boston College
This course will explore writing as a tool for social change. Students will read and experiment with a variety of written forms -- fiction, poetry, creative non-fiction, and journalism -- to tell the "truth" as they experience it in their own direct encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of literary strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice. A 4Boston, PULSE, or other volunteer commitment is strongly recommended. Readings will include selected works of contemporary fiction, urban poetry, rap music, oral memoir, and non-fiction.

*Telling Truths II: Depth Writing as Service,* Boston College
This course will enable students to produce a portfolio of writings that engage a serious social concern. Class will be run as a writing workshop. Students early on will identify an issue they wish to pursue in depth through the course of the semester. At the same time, they will select a genre they want to develop and to work in: non-fiction, fiction, journalism or poetry. Class time will be spent in sharing our work, getting feedback from one another, and discussing the special ethical, research, and editing challenges such work entails. We will also examine outstanding published models of such work. Students may expand on an issue that has affected them personally, or one which they have observed in service work. A 4Boston, PULSE, or other volunteer commitment is strongly recommended. Readings will include articles, excerpts, and book chapters.

*Creative Writing*, Metropolitan Community College

This community college creative writing class includes a service-learning component. Students work with seventh and eighth graders at the after-school program at the local YMCA to mentor them in a variety of writing exercises or activities. At the end of the quarter, the YMCA participants and the creative writing students participate in a poetry or prose reading at the YMCA.

*(See* [*http://www.compact.org/category/syllabi/english/*](http://www.compact.org/category/syllabi/english/) *and* [*http://www.servicelearning.org/slice*](http://www.servicelearning.org/slice) *for these and other examples).*