

INCORPORATING SERVICE-LEARNING INTO THE ESL CURRICULUM: WHAT  
ASPIRING PRACTITIONERS NEED TO KNOW

A Synthesis Project Presented

by

ANDRES RAY F. REYES

Submitted to the Office of Graduate Studies, University of Massachusetts Boston,  
in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

May 2009

Critical and Creative Thinking Program

c. 2009 by Andres Ray F. Reyes

All rights reserved

INCORPORATING SERVICE-LEARNING INTO THE ESL CURRICULUM: WHAT  
ASPIRING PRACTITIONERS NEED TO KNOW

A Synthesis Project Presented

by

ANDRES RAY F. REYES

Approved as to style and content by:

---

Arthur Millman, Associate Professor  
Chairperson of Committee

---

Dwight Giles, Jr., Professor  
Member

---

Peter Taylor, Coordinator  
Critical and Creative Thinking Program

## ABSTRACT

### INCORPORATING SERVICE-LEARNING INTO THE ESL CURRICULUM: WHAT ASPIRING PRACTITIONERS NEED TO KNOW

May 2009

Andres Ray F. Reyes, B.A., University of the Philippines

M.A., School for International Training, Vermont

M.A., University of Massachusetts Boston

Directed by Professor Arthur Millman

As an ESL teacher at a community college, my constant goal is to synergize teaching approaches and strategies so that in addition to maximizing students' language learning, their critical thinking skills, cultural competence, and reflectivity – as members of an increasingly growing multicultural society – are heightened. Most recently, I have been pursuing service-learning as a philosophy, pedagogy, and practice that can help students connect their classroom learning to concrete, exciting, and challenging learning situations beyond the classroom.

This paper is an attempt to highlight service-learning as a powerful tool that can make a difference in students' lives as they take on important challenges and issues in their communities. Service-learning's power as a philosophy, pedagogy, and practice is examined, and its connections to current education trends, practices, and concepts are considered. Finally, practical ways of utilizing service-learning are presented, with the hope of inspiring other teachers (ESL or otherwise) to “test drive” service-learning with their students and communities.

To Mom and Dad, Tanishpas, Kaylar, Pepna, Dubbs, Little Boy, Astrid, Francis, and Tiff

...for all of me that has come – from – and through – you

## TABLE OF CONTENTS

CHAPTER	Page
1. INTRODUCTION.....	1
A Word about my Interest in Engaging ESL Students in Service-Learning .....	1
Structure of the Paper .....	3
2. A BRIEF HISTORY OF SERVICE-LEARNING: CONNECTING THE PAST TO THE PRESENT .....	5
Important Pioneers in Service-Learning.....	5
Service-Learning Emerges Through University and Community Connections .....	8
The Growth of Service-Learning at Institutions of Higher Education.....	10
3. LITERATURE REVIEW .....	12
Essential Elements of Service-Learning.....	12
Service-Learning as Reciprocally Beneficial to Communities and Service Learners .....	12
Service-Learning and the Role of Reflection.....	14
Service-Learning as Meaningful Engagement with the Community .....	15
Service-Learning and the Development of Critical Thinking Skills and Cultural Competence .....	17
Service-Learning as Pedagogy to Enhance ESL Students’ Learning.....	18
Embedding Critical Thinking Skills in ESL Classes.....	19
Conclusion and Recommendations .....	22
4. SERVICE-LEARNING WARM-UP ACTIVITY TOOL KIT.....	25
Warm-up Activity 1 What Does “Making a Difference” Mean To You?.....	26
Warm-up Activity 2 Introduction to Service and Identifying Your Goals.....	29

Warm-up Activity 3 Researching Your Goal .....	31
Warm-up Activity 4 Mobilizing the Community.....	34
REFERENCES .....	37
APPENDIX .....	42

## CHAPTER 1

### INTRODUCTION

#### **A word about my own interest in engaging ESL students in service-learning**

As an ESL (English as a Second Language) professor who has for a long time been involved in the field of language teaching, curriculum development, and cross-cultural training – in the United States and overseas – I have always had a keen interest in learning about innovative pedagogy to maximize and enrich the learning of my students in the classroom. More recently, I have adopted a growing interest in service-learning as an approach to helping ESL students integrate classroom concepts with actual hands-on community experiences, with the hope that they may develop cultural competence, critical thinking, and reflectivity in their everyday lives.

I currently teach ESL at Bunker Hill Community College, an extremely diverse institution in the Boston area, where ESL students enroll for a variety of reasons: to advance at work, to prepare for an academic major, or for social involvement. When asked about goals for taking ESL courses, my ESL students declare as a primary objective increased proficiency in English, which to them means “many English words,” “good grammar,” and “good pronunciation.” In reality, many who take a passive role in their language learning fail to acquire their desired goals, and end up lagging behind in essential communication skills. Few recognize the challenges that come with learning English, resulting in frustration, especially, when after prolonged classroom training, they come up short on the skills they have acquired. This presents a disappointment not just for the ESL students, but also for their ESL teachers who are “charged”

with helping them advance in their language learning so that they can then transition to the business of negotiating academia.

From my perspective as an ESL teacher, I want my students to see and make connections between what they learn in the classroom and “real life” (outside the classroom and beyond the pages of an ESL textbook), hence, the birth of service-learning in my ESL classes. As a novice practitioner of service-learning, I am still learning about its relevance and utility, and excited about its potential impact on students and their communities.

The National Service-Learning Clearinghouse’s definition of service-learning is as follows:

Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

The current literature shows service-learning as a philosophy, pedagogy, and practice that can help students acquire language skills and functions not ordinarily put into practice, or assessed through traditional classroom activities. When ESL students say they want “more English,” “a lot of vocabulary,” and “good pronunciation,” they are seeking a foolproof pill that works instantly. A quick glance at many ESL textbooks geared towards academic language training reveals a long list of skills and competencies that ESL students are “supposed to” or “promised” to acquire: discussion, listening, supporting opinions with reasons, brainstorming,

perspective taking, storytelling, dilemma analysis, identifying consequences, problem analysis, needs assessment, identifying solutions, working in groups, and planning---and a host of others.

Over the past year, I have witnessed the impact of structured service-learning opportunities on ESL students' desire to "speak English perfectly" and "communicate with everyone without a problem." This is worth noting, especially as today's ESL students are expected to meet many of the same standards and assessments as their native English speaker counterparts; increasingly, there is greater pressure "to perform," when it comes to the acquisition and application of skills, such as those listed above. The potential then for enhanced learning that service-learning provides cannot be undervalued.

### **Structure of the paper**

This paper is divided into three major parts. To help set the context, I first cover the history of service-learning in the United States, beginning with the period around the turn of the 20<sup>th</sup> century and tracing major historical events that have shaped present-day service-learning. In the second section I include a review of the current literature with regard to the importance and utility of service-learning as a philosophy, pedagogy, and practice. I also include an examination of the relationship of service-learning to language learning, critical thinking, and reflective practice. The final component is a warm-up activity tool kit intended to aid ESL faculty interested in incorporating service-learning into their ESL courses, and includes four easily adaptable "springboard, jump-off point" activities, with accompanying teaching strategies and tips that can help practitioners plan their service-learning activities.

In the following section, we look at where service-learning began and examine some of the forces that have shaped its growth and development in the United States. It is interesting to

note how so much of service-learning started really early on in the U.S. and how it seems to have made a persistent “comeback,” especially when considered in the context of an increasingly growing and changing society. It also appears that service-learning might just be here to stay, especially as it continues to take root in contemporary education.

## CHAPTER 2

### A BRIEF HISTORY OF SERVICE-LEARNING: CONNECTING THE PAST TO THE PRESENT

A quick glance at the literature on service-learning reveals recurring terms such as volunteerism, community service, civic awareness, experiential education, cooperative learning, and activism. Closer reading suggests that service has found a way to infuse itself into the culture of U.S. democracy, promoted and practiced by individuals and groups in their quest for fuller participation in society. Throughout the history of the United States, many events, large and small, have sparked service – in the form of social movements, organizations, or agencies – whether aimed at reducing poverty, eliminating racism, or preserving natural habitat. Service has come from those who have chosen to look within and beyond their own life circumstances to include other individuals, communities, and sometimes, the larger world.

#### **Important pioneers in service-learning and their legacies on present-day U.S.A.**

A popular name in the literature on the history of service-learning is John Dewey, an early 20<sup>th</sup> century philosopher and educational thinker who sought to educate people about moral issues such as war and peace, freedom, race relations, and women's suffrage, especially at a time when U.S. society was being transformed by industrialization and urbanization. Dewey (1910) believed in an “uncompromising possession of our school system” and in making each school “an embryonic life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history, and science” (p. 18).

Dewey (1910) claimed that role of education was to make people become more effective members of a democratic society, adding that “when the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious” (p. 29). A strong believer in democracy, Dewey was also instrumental in helping found the National Association for the Advancement of Colored People.

Another pioneer was Jane Addams, a friend of Dewey’s, and a writer, activist, and Nobel Peace Prize winner who drew attention to the causes of social work, community development, service, women’s rights, and peace, areas which were also of interest to Dewey. In 1910, Addams founded the first settlement house, the Hull House, in the Chicago area, with the purpose of providing an education for poor immigrants, many of whom had been adversely affected by limited access to schools, scant job opportunities, substandard medical services, and challenges with the English language. The Hull House provided community services which were fueled by Addams’ desire “to help repair the social damage caused by immigration, urbanization, and industrialization” and “to reassert older moral and ethical values in a vocabulary that made them meaningful to victims of rapid social change” (Harris, Rothman, & Thernstrom, 1969, p. 139).

Without any endowment or capital, Addams enlisted the help of friends and apprentices in social work to help her carry out the mission of the Hull House, which included offering college extension courses in different subject areas. In an attempt to offer comprehensive services, she worked closely with the health department, City Hall, the Children’s Aid, and other agencies. Addams regarded the settlement house as a setting that “should unify and universalize

human experience in a way that colleges and universities with their rigid departmental divisions can not or were not willing to do” (Smith, 1984, p.416).

In his first inaugural address on November 5, 1912, President Woodrow Wilson appealed to the people of the United States to share his ideals and beliefs about the possibilities of a true democracy, in an attempt to restore their sense of participation that previous decades of rapid industrialization had erased. Hoping to draw attention to the importance of compassion in social life and government, he stated:

The firm basis of government is justice, not pity.... There can be no equality or opportunity, the first essential of justice in the body politic, if men and women and children be not shielded in their lives, their very vitality, from the consequences of great industrial and social processes which they [cannot] alter, control, or simply cope with.... Society must see to it that it does not itself crush or weaken or damage its own constituent parts. (Harris, Rothman, & Thernstrom, 1969, p. 176).

Not one to lose hope during a difficult time in U.S. history, in his second inaugural address on January 20, 1937, Roosevelt tried to acknowledge the continuing toll of the Depression, and urged the people of the United States to look out for each other, stating that “[t]he test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little “(Ravitch, 1991, p. 270).

By many accounts, the concept of service to others emerged quite early on in the United States – inspired by social, economic, and political conditions at the time – and destined perhaps to become an enduring philosophy and practice for those who realized the potential impact of

their ideas and actions in a democracy. Coles (1993) stated that the call to service was indeed heeded by many, “but with different messages, at different pitches and frequencies, and with different outcomes” (p. xxiii). During the Depression Era, when the U.S. society could just as easily have been paralyzed by growing racism, raging political tension, high unemployment, and scarce resources, community service continued to play a redeeming role in social life. When food and money were in short supply, soup kitchens were organized to help feed the hungry. Racial tension precipitated social movements aimed at helping establish or regain the rights of those who were oppressed or marginalized. As the Vietnam War escalated, student activists protested and voiced their own moral philosophy. Out of great despair brought about by dire circumstances emerged a heightened sense of civic awareness, an activism, and a willingness to take action for the common good (Ravitch, 1991).

### **Service-learning emerges through university and community connections**

Service-learning initially emerged in the mid-1960s, along with expansion in U.S. higher education and greater attention paid to social reform programs. The political turmoil of the 1950s, 1960s, and 1970s had an impact on the service-learning pioneers’ and other activists’ development, inviting and “nurturing impulses that would mature into commitments to be engaged in society and seek educational and social change” (Stanton, Giles, & Cruz, 1999, p. 37). Amidst the upheaval and change in communities and on college campuses, teaching approaches and methods started to get scrutinized for various reasons, not the least of which was the “perceived irrelevance and impersonal nature” of teaching practices and “a monolithic, teacher-centered, alienating, and irrelevant education system that failed to serve an increasingly diverse population of learners” (Lounsbury & Pollack, 2003, p. 28).

During these three decades, the true meaning and value of an education were put to the test. Jack Hasegawa, a former student activist, recounted his experience in 1962 with a chaplain who would always the following question: What did you do today that changes the world? Hasegawa concluded that “the link of thinking about doing things and then doing something that was political and part of changing the world was very important.... We needed to have education that wasn’t just classroom lectures. People needed to get out and see the world as it really was” (Stanton, Giles, & Cruz, 1999, p. 39).

With the advent of social and economic progress also came inevitable shifts in the educational system, especially as colleges and universities attempted to reflect these changes in their curricula. Interestingly enough, it was not until 1965 that the term *service-learning* was used, when Bill Ramsey and Bob Sigmon established the first program, with the explicit goal of community development, deliberately linking higher education, the Atomic Energy Commission, the Union Carbide Company, the Department of Labor, and the labor unions. As Ramsey and Sigmon (cited in Stanton, Giles, & Cruz, 1999) put it:

We decided to call it service-learning, because service implied a value consideration... it was never intended to restrict us to those things that can be put in a box called service. It was more of an attitude, more of an approach to be of service.... We were looking for something with a value connotation that would link action with a value of reflection on that action – a disciplined reflection. That was the model. It had to be real service – not academics, not made up, not superficial, not tangential, but real – and that’s why it had to be agency based. It also had to be something that involved disciplined learning, not just casual learning (p. 67).

As service became a constant feature in U. S. society, its value as a powerful tool to mobilize change continued to be embraced by many institutions and private citizens. On the academic end, the creation of Campus Outreach Opportunity League in 1984 and Campus Compact in 1985, indicated that higher education institutions recognized the value of providing students with “opportunities for altruistic, socially responsible activity through community service” (Morton and Troppe, 1996, p. 24).

### **The growth of service-learning at institutions of higher education**

Some academic institutions have formalized their own investment in service-learning through mission or vision statements that spell out faculty members’ as well as students’ roles and expectations. For example, the Office of Community Engagement at Bunker Hill Community College (2007) “advocates for a culture that recognizes the valuable connection between community involvement and a student’s professional and personal development” and believes that “students who are involved in communities become leaders that are not only aware of the world around them, but are aware of their significance in playing active roles in the world around them.”

Tufts University’s vision statement is as follows:

As an institution, we are committed to improving the human condition through education and discovery. Beyond this commitment, we will try to be a model for society at large. We want to foster an attitude of “giving back,” an understanding that active citizen participation is essential to freedom and democracy, and a desire to make the world a better place” (p.1).

California State University Monterey Bay's statement is quite comprehensive:

The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. The identity of the university will be framed by a substantive commitment to multilingual, multicultural, gender-equitable learning. Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high quality workforce, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders (CSU vision statement, 1994).

In the following section, we examine some of the current literature on service-learning, with attention paid to the principles that guide it as a philosophy, pedagogy, and practice. Authorities and experts share their experiences with service-learning as well as their views on its impact on students (service-learners) and partner communities. Further, we explore the use of service-learning in ESL courses and its connection and relevance to the enhancement of students' language learning, critical thinking, and reflectivity.

CHAPTER 3  
LITERATURE REVIEW

**Essential Elements of service-learning**

Among some of the “essential elements” for effective service-learning offered by the Corporation for National Service Office for Service-Learning are the following:

1. clear educational goals which require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge
2. engagement of students in challenging and meaningful tasks
3. tasks which meet genuine community needs and have significant consequences
4. student voice which is involved in the design, implementation, and evaluation of service-learning projects
5. diversity which is valued and recognized
6. communication and interaction with the partner community are part of the process.
7. reflection which takes place before, during, and after service, and encourages critical thinking, which is a central force in the design and fulfillment of curricular objectives.
8. Students’ service work is acknowledged, celebrated, and validated.

(National Service-Learning Cooperative, 1998).

**Service-learning as reciprocally beneficial to communities and service-learners**

Louis S. Albert of Pima Community College (cited in DiMaria, 2006) attributed the rising popularity of service-learning to the following: “When the accounting major helps poor citizens do their taxes, when the nursing student helps with screenings in the local community health center, and when the computer science major helps small, nonprofit organizations, they all

realize the connection between occupational and civic skills” (p. 52). DiMaria (2006) also shared students’ testimonies regarding how their service-learning experience helped them better understand their own struggle “for a greater sense of purpose and meaning in their lives” (p. 51).

According to the National Service-Learning Clearinghouse, the concepts of service plus learning need to be established in any course with a service-learning component. As McAleavy (2008) stated, “Service-learning is reciprocally beneficial, with meaningful service provided to the community and meaningful learning experiences provided for the student” (p. 1) According to Stanton, Giles, and Cruz (1999), in service-learning, those being served in the community do indeed teach lessons to the students who are serving them, with the reciprocity allowing students to gain a greater sense of belonging and responsibility as members of a larger community.

At the heart of service-learning is meaningful community involvement, with the goal of fostering skills and dispositions that encourage personal, social, and academic growth—beyond the confines of the traditional college classroom. Enos (2003) stressed the importance of connecting the service or experience to academic content that is part of the student’s course or program of study, adding that “service-learning is not just about doing good but about good teaching and learning, as well” and that “these developments in service-learning can be directly connected to our individual and community journeys as teachers and learners” (p. 2).

Eyler and Giles stated that:

“[M]any of the intellectual goals of higher education, including learning and application of material, critical thinking and problem solving, and perspective transformation, depend not on service experience alone but on how well

integrated theory and practice are through application and reflection.... The quality of service-learning makes a difference.”

Foreign language instructor Jacqueline Thomas (2005) stated that “[a]n exemplary service-learning project retains a balance between service and learning,” with stress paid to “the learning part of the equation” (p. 1) and the development of critical thinking skills as students “apply their knowledge to the betterment of their community” and “reinforce their prior learning and reach a new level of confidence in their ability to put their learning to good use” (p. 3).

### **Service-learning and the role of reflection**

An important element of service-learning is the consistent use of reflection throughout the course as a way of encouraging students to critically examine the impact of their service-learning experiences on themselves as well as on the individuals and communities or agencies they work with. Susan McAleavy (2008) claimed that service-learning provides a vehicle to effect change because it readily engages the emotions and the spirit, which can be tapped through inculcating thoughtful reflection. She offered the following questions as “food for thought” to consider when thinking about incorporating service-learning in the curriculum:

Do we want our students to leave the classroom with motivation to continue their learning, with more skills to apply and contribute to society? Do we wish to seek ways to touch our students’ pre-formed attitudes and to have them question such attitudes in light of new information? (p. 3).

In encouraging the use of service-learning in an ESL course, Minor (2003) claimed that “to learn a language well learners need meaningful contexts” in which they “discuss the myriad

of feelings, thoughts, experiences, and observations they've had" [in the classroom] and "read and research the issues affecting the people they are serving." Furthermore, with service-learning "[students'] language tasks are no longer sterile, isolated or tedious. They become real responses to real issues – students learning about expressing their thoughts and ideas on issues of importance and personal relevance" (p. 2). According to Long et al. (2001), this is important because college students are at an age when they are developing their identity and carving their role in society, and that identity influences the civic engagement activities that students perform. Further, involvement in civic engagement activities affords students the "opportunity to articulate their own interests" (Altman et al., p. 490). By linking academic study with community service through assignments that require structured reflection so that each reinforces the other, the benefits going beyond those of service or learning by themselves (Mass-Weigert, 1998; Jacoby, 1996; Kinsley, 1994; Berson, 1994).

Service-learning can help mitigate what Wallace (2000) called educational alienation, which occurs at five levels: community (lack of authentic connection between classroom learning and real world issues), disciplines (a disconnect between the different disciplines from which the students are learning), other learners (lack of connection between students as learners and classmates), self (lack of coherence between students' interests and what the school wants them to learn), and generativity (lack of connection between students' learning motives and a broader vision which benefits the overall community).

### **Service-learning as meaningful engagement with the community**

The increasing popularity of service-learning in higher education is supported by the belief that "it helps students learn more, increases their preparation for and understanding of the

responsibilities of living in a democratic society, and addresses pressing social problems facing communities” (Gray, M. J. et al., 1999, p. xiii). This is noteworthy especially in light of an observation noted by Readon (1998) that higher education has been criticized for failing to address meaningful social problems as well as neglecting to prepare college graduates for the challenges of socially responsible citizenship. According to Berson (1994), community colleges are uniquely positioned to offer service-learning especially considering that a major part of their mission derives from their desire to improve the communities of which they are a part.

Through “bridging” ESL students to the community, service-learning can help heighten their cultural competence, while also affording them necessary language practice. Dow (2006) discussed how hunger, which has traditionally been regarded as “someone else’s problem,” can be an issue that when “treated” in a more critical manner can spark thinking and action among students, from asking questions about why the problem exists to examining its impact on the poor to exploring creative ways to “taking a bite” out of social inequities. Dow (2006) claimed, for example, that through service-learning at the food bank and contact with people who avail of emergency food services, a great number of whom are children, students gain great insight into broader social issues and are changed by their experiences. Incorporating the topic in ways that include student and community participation, school support, resources, and guidance can help elevate the activity from banal and distant to a bit more involved and strategic.

## **Service-learning and the development of critical thinking skills and cultural competence**

With appropriate support and direction, ESL students can gradually grow to become active and reflective practitioners who acquire the ability to navigate the workplace, negotiate cultural nuances and ambiguities, and collaborate with others, among many other functions and competencies expected in an increasingly competitive global world. Service-learning can encourage awareness, skills, and abilities not easily accessible or achievable through traditional in-class activities. Consider, for example, additional benefits such as the development of humane values (Minor, 2003); higher-order thinking skills including analysis, synthesis, and evaluation (Kinsley, 1994); friendships and a feeling of satisfaction (McCarthy, 1996); preparing students for commitment to productive citizenship (Albert, 1999 in Berry & Chisholm); heightened understanding of human difference and commonality; ability to work collaboratively and creatively; and possible development of career goals (Gose, 1997; Jacoby, 1996).

According to Carver (1997), service-learning aids the student in "facing challenges, conquering fears, building on strengths, overcoming weaknesses, dealing with making mistakes, struggling, reflecting on experiences, and being exposed to constructive feedback" (p. 146). Bringle (2004) saw the value of service-learning as going beyond a "superficial understanding of content knowledge" and as "a powerful pedagogy for deepening the learning, developing a broader sense of civic responsibility, and dramatically influencing the personal and professional lives of students" (p. 12). As service-learning practitioners, ESL students can be encouraged to initiate and support causes, or help alleviate challenges -- while simultaneously learning, applying, and sharpening skills acquired in their courses. In the quest for helping students

become culturally competent, service-learning can be a tool that allows for the development of critical thinking skills in situations that promote deeper and more meaningful learning.

### **Service-learning as pedagogy to enhance ESL students' learning**

ESL expert Christison (1999) stated that facts and skills taught in isolation, but without connection to some meaningful context cannot be remembered without considerable practice and rehearsal. Meaningful classroom activities promote an “ideal learning opportunity for second language students to learn more information in a shorter time with less effort” (p. 4). Latulippe (1999) echoed this assertion, adding that “[w]henver possible, students should be placed in context-rich situations” (p. 4).

Chamot, et al. (2002) claimed that learning strategies for understanding and using information and skills are particularly important for ESL students seeking to master both language and academic content simultaneously. In this regard, ESL teachers can help students become better service-learners themselves – by engaging them (and modeling, as needed) in constant reflection, metacognition, problem-solving, and information-gathering processes on a regular basis. ESL students need to be given opportunities to discover for themselves the connection that exists between their course learning (grammar, vocabulary, interviewing skills, expository writing, etc.) and larger issues in society (poverty, discrimination, health care, politics, etc.) through context-rich assignments, oral presentations, journal reflections, and debates interwoven throughout the course – to help emerging ESL learners find their voice not only as language students, but as active members of society.

## **Embedding critical thinking in ESL classes**

Supporting ESL students as they travel out of their comfort zone (i.e., the predictable language classroom) and actively practice the skills of inquiry, reflection, discovery, and risk-taking is part of helping them become critical thinkers. Rojas (1996) stressed the importance for students of gaining “new understandings” by not settling for a “world filled with few questions, easy answers, and perfect practices,” a leap that language teachers can help their students make through service-learning.

Embedding critical thinking skills in ESL courses can help provide ESL service-learners with tools they need to enhance their daily learning experiences, problem-solve, team-build, and boost their strategic spirit, defined by Tishman, Perkins, and Jay (1995) as “an enthusiasm for systematic thinking” and “the tendency to invent and use thinking strategies in response to challenging situations” (p. 97). Perkins and Gabriel (1988) noted the importance of transfer, which refers to the ability to apply something learned in one context to another, not solely in terms of skills and knowledge, but also in attitudes and cognitive styles. Transfer allows students to become better critical thinkers at making important decisions or interacting with others, which are but a few examples of what students need to engage in as service-learning practitioners. Ultimately, the goal should be to spark a synergy of thinking skills and dispositions – in addition to language learning.

Service-learning can help make concrete the connections between the classroom and the outside world. ESL service-learners who may not be familiar with the concept of nursing homes in the U.S., for instance, might gain a sense of services for the aged and the role the government plays in the care of the elderly. Tutors in an after-school program for kindergarteners begin to

see the impact of tutoring practices, allowing opportunities for reflection and planning relevant to service they may not have previously been familiar with.

All students need to learn how to develop independence and confidence as learners, and most importantly, gain a strong sense of their own thinking and learning processes. In the service-learning setting, ESL students' acquisition of a culture of thinking can help them think "outside the box" – outside the classroom. Eyler and Giles (1997) found that highly reflective service-learning in which course and community service were well-integrated, was a predictor of reports of critical thinking, ability to see consequences of actions, issue identification, and openness to new ideas. ESL students can be nurtured and encouraged anew—in this direction.

Carefully designed service-learning can help students develop independence and confidence as learners, which can in turn increase their academic motivation as they become more successful in school and "accomplished" in their "real-life" practice. Through strategy instruction, students can also develop an awareness of their own thinking and learning process. Keeping reflection, discussion, and writing as essential activities in one's "tool kit" can help deepen and amplify the learning process. According to Chamot:

When students develop metacognition, the awareness of the learning processes and strategies that lead to success, they are more likely to plan how to proceed with a learning task, monitor their own performance on an ongoing basis, find solutions to problems encountered, and evaluate themselves upon task completion" (p. 20).

Chamot (2002) proposed learning strategies for ESL students, including: organizational planning, predicting, using one's knowledge and experience, monitoring comprehension, taking notes, visualizing, making inferences, using resources, asking questions, summarizing,

cooperation, and self-evaluation (p. 20). Translating these strategies through service-learning can help make alive abstract concepts and ideas encountered in the classroom and in textbooks.

Chamot shared the instructional sequence developed for the Cognitive Academic Language Learning Approach (CALLA) as a useful framework for teaching language learning strategies. The sequence offers a five-phase recursive cycle for introducing, teaching, practicing, evaluating, and applying learning strategies. The five phases of the CALLA instructional sequence are as follows: preparation (to help students identify strategies employed and to develop metacognitive awareness between their own mental process and effective learning); presentation (focuses on explaining and modeling the learning strategies); practice (to provide students with an opportunity to practice the learning strategy with an authentic learning task); self-evaluation (to provide students with opportunities to evaluate their success in using learning strategies); and expansion (students make personal decisions about strategies that find most effective and apply them to new contexts) (p. 21).

Through scaffolding of instruction, ESL teachers can go from explicit instruction to more reduced prompts and cues as students become better equipped and more comfortable with taking some autonomy in their learning. Quite likely, ESL students would be at different levels in terms of preparation and experience with learning strategies; teachers must then constantly assess their students' ability to use the strategies independently and apply them to new tasks (transfer). Ideally, according to Chamot, with practice and support, students should be able to learn how to use strategies, explore new ones, new applications, and new opportunities for self-regulated learning, which is the ultimate goal.

## **Conclusion and Recommendations**

Without a doubt, service – in its various forms – is what has helped sustain individuals and groups, towns and cities, agencies and organizations which have had to rely on the ability and generosity of others, especially in times of need. The challenge before colleges and universities today is to inculcate social awareness in students and faculty that would inspire them to think and act in ways that benefit others as they, in turn, grow academically and personally. As service-learning earns recognition as a philosophy, pedagogy, and practice, the following questions are worth considering: How can higher education institutions become more meaningfully involved and invested in their communities? What incentives might be offered to students as well as faculty members that are realistic, reasonable, and have a lasting impact on everyone involved? How can institutions encourage and sustain partnerships among students, faculty, and communities that foster intellectual growth and civic consciousness? How can service-learning be more widely used across the various disciplines?

In a post-911 era, there needs to be a deliberate push among institutions to get their students engaged beyond the confines of the classroom – in ways that can make a difference in the lives of institutions, students, and partner communities. For ESL students, the field is wide open with a wealth of service-learning opportunities that can allow them meaningful language practice, cross-cultural exposure, and social and personal growth. Service-learning as pedagogy can ignite new ways of learning, thinking, and communicating. Dewey's legacy of the importance of utilizing experience – to enhance education as well as to nourish the intellect and the spirit – is worth keeping alive and well!

Teachers thinking about implementing service-learning might benefit from considering questions raised by Slattery (1995) as crucial to the development of a democratic educational vision: How do students acquire knowledge in schools? Is knowledge reproduced in schools to support and/or perpetuate the existing systems of inequity? How do students and teachers counter the structures and knowledge that are conveyed not only in classroom instruction but also in the lived experience of the school environment and the community? How do schools shape visions, values, and outlooks on life? Whose interests are being served by the perpetuation of these outlooks? Do these visions, values, and outlooks promote equality, justice, and empowerment, or do they reinforce bigotry, inequality, and repression? How can schooling be an instrument to promote and sustain social justice (p. 195)?

According to Ehrlich (2000),

Campuses should not be expected to promote a single type of civic or political engagement, but they should prepare their graduates to become engaged citizens who provide the time, attention, understanding, and action to further collective civic goals. Institutions of higher education should help students to recognize themselves as members of a larger social fabric, to consider social problems to be at least partly their own, to see the civic dimensions of issues, to make and justify informed civic judgments, and to take action when appropriate.

Finally, it is worth revisiting a powerful statement made by Palmer (1983) on the subject of curriculum, which although penned several decades ago, seems relevant to the use of service-learning as a philosophy, pedagogy, and practice:

In the conventional classroom the focus of study is always outward—on nature, history, on someone else’s vision of reality. The reality inside the classroom, inside the teacher and the students, is regarded as irrelevant . . . . So we come to think of reality as “out there,” apart from us, and knowing becomes a spectator sport . . . the classroom is a platform from which we view some subject.

It is no wonder that educated people . . . think of themselves as distant from the world, uninvolved in its career. From our platform we observe and analyze and assess, but we do not go into the arena—for that is how we have been taught to know. This means that virtues like compassion, the capacity to “feel with” are “educated away.” . . . .

Involvement has its problems, but is detachment the solution?

. . . . Our students [should] be invited to learn by interacting with the world, not by viewing it from afar. The classroom would be regarded as an integral, interactive part of reality, not a place apart. The distinction between “out there” and “in here” would disappear; students would discover that we are in the world and the world is within us (pp. 34-35).

The final section of this paper is a tool kit which contains four stand-alone service-learning warm-up activities for teachers, seasoned or novice, who might be interested in incorporating service-learning into their courses. Although the lessons are quite closely interrelated, they can each be used separately as a launching pad for thinking about service-learning for a course. Teachers are encouraged to “fly free” with these warm-up activities and utilize references listed in the appendix.

## CHAPTER 4

### SERVICE-LEARNING WARM-UP ACTIVITY TOOL KIT

In this tool kit, ESL teachers will find practical service-learning warm-up activities with planning guides, sample projects, and additional resources and materials that they can use with their ESL students as preparation for language learning practice and involvement – beyond the classroom. The information is meant solely as a guide. Given that educators often feel they have inadequate class time to teach all the material that academic standards demand, the lessons can be adapted (mixed and matched) to suit the needs, interests, learning preferences, and level of any ESL class.

## Warm-up Activity 1

### What does “making a difference” mean to you?

#### *Objectives*

1. Students will explore different ways through which they can be “difference-makers” in society.
2. Students discover and construct a working definition of service-learning.
3. Students examine the stories and work of individuals (or groups) who have made a significant contribution to contemporary society.

#### *Skills addressed*

- critical thinking, reflection

#### *Procedures*

1. Share the following quotes with the class. Students work in small groups, with each group choosing one to discuss.
2. Students discuss the following questions
  - What does the quote mean to you?
  - How can your own life be of service to others? What does service mean? How might it connect to your own classroom learning?
  - What does “making a difference” mean to you?
  - Do you have a responsibility to make a difference in your community?
  - How does it make you feel when you are working towards something?
  - Is it the end result (the outcome, the product) that matters or the process? Why?
  - If you were to make a suggestion to a peer about making a difference, what would that be and why?
3. As a variation in activity, invite students to use symbols, illustrations, drawings, etc. to represent the idea or concept as they see it in your mind’s eye (skill: creative thinking)
4. Groups share their interpretation of the different quotes and try to find common themes.

*“It is not the critic who counts:  
not the man who points out how the strong man stumbles  
or where the doer of deeds can have done better.  
The credit belongs to the man who is actually in the arena,  
whose face is marred by dust and sweat and blood,  
who strives valiantly, who errs and comes up short again and again,  
because there is no effort without error or shortcoming,  
but who knows the great enthusiasms, the great devotions,  
who spends himself for a worthy cause;  
who, at the best, knows, in the end, the triumph of high achievement,  
and who, at the worst, if he fails, at least he fails while daring greatly,  
so that his place shall never be with those cold and timid souls  
who knew neither victory nor defeat.”*

**Theodore Roosevelt, 26th President of the United States**

*Our deepest fear is not that we are inadequate.  
Our deepest fear is that we are powerful beyond measure.  
It is our light, not our darkness, that most frightens us.  
We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous?  
Actually, who are you not to be?  
You are a child of God.  
Your playing small doesn't serve the world.  
There's nothing enlightened about shrinking so that  
other people won't feel insecure around you.  
We were born to make manifest the glory that is within us.  
It's not just in some of us; it's in everyone.  
And as we let our own light shine, we unconsciously  
give other people permission to do the same.  
As we are liberated from our fear,  
Our presence automatically liberates others.*

**Nelson Mandela, 1994**

*We stand in a turmoil of contradictions without  
having the faintest idea how to handle them: Law/Freedom;  
Rich/Poor; Right/Left; Love/Hate—the list seems endless.  
Paradox lives and moves in this realm; it is the balancing of  
opposites in such a way that they do not cancel each other  
but shoot sparks of light across their points of polarity. It  
looks at our desperate either/ors and tells us that they are  
really both/ands—that life is larger than any of our concepts  
and can, if we let it, embrace our contradictions.*

**Mary C. Morrison, 1983**

*Today all of us are unquestionably part of our global society, but that common membership does not produce cultural uniformity around the globe. The challenge now facing us is to live in harmony without living in uniformity, to be united by some forces such as worldwide commerce, pop culture and communications, but to remain peacefully different in other areas such as religion and ethnicity. We need to share values such as commitment to fundamental human rights and basic rules of interaction, but we can be wildly different in other areas such as life-styles, spirituality, musical tastes, and community life.*

**Jack Weatherford, 1994**

**Homework** (skills: conducting research, oral presentations)

- Students conduct research on Theodore Roosevelt and Nelson Mandela, focusing on their ideas about service. Alternatively, students read up on other individuals (or groups) who have made service to others an important element of their lives, e.g., Mother Teresa, Bill Gates, Peace Corps volunteers, Oprah Winfrey, Doctors Without Borders, etc. Students do a brief in-class presentation on this individual.

## Warm-up Activity 2

### **Introduction to Service and Identifying Your Goals**

#### ***Objectives***

1. Students examine the concepts of goal-setting and service-learning and the roles that they can play in the creation and implementation of individual and community goals.
2. Students explore what service means to them and what roles they can play in shaping their community (e.g., helping plan a major community event, getting a recycling program started on campus, tutoring at a local Boys and Girls club, etc).
3. Students examine the benefits of giving and receiving help.
4. Students identify the reasons they serve.
5. Students develop a working definition of service-learning.

#### ***Skills addressed***

- critical thinking, reflection, research/expository writing, creative thinking

#### ***Procedures***

1. Generate a conversation with the class about the importance of goal-setting and service and what the concepts mean to them. (Encourage students to consider the personal goals they have and acts of service they perform daily. Extend their view beyond their immediate environment and establish the foundation for planning and implementing service-learning projects for a semester or year-round commitment.)
2. Survey students' thoughts on service-learning projects that would be realistic, useful, and meaningful, given their own limitations (e.g. work and school schedule, personal lives)
3. Have students fold a piece of paper into four sections labeled: Myself, Family, School, and Friends.
4. Students take a few minutes to record their perceived responsibilities to members of each category. Rephrase as needed: What are your obligations, "must dos" to yourself, your loved ones, etc?) Ask for several volunteers to share their perceived responsibilities with the rest of the class.
5. Discuss the importance, excitement, and potential of making a deliberate contribution to society. Encourage students to consider the following possibilities and scenarios as a challenge to them:
  - There are people who serve their communities 365 days a year. What do you think makes these individuals unique or special? Can you see yourself doing what these individuals do?
  - Consider important volunteer (unpaid) work outside of the course/the college. Name one or two that you might consider committing yourself to.
  - Promote the benefits of service to classmates and other members of the college community.

## ***Reflection***

Consider your responsibilities and how you might set personal and community goals accordingly. (Instructor might select several of the following suggested reflection activities to accommodate multiple learning styles.)

### ***Writing (Respond to any that you would like to reflect on)***

- When have you been of service to others? In what ways? Think of something truly memorable.
- When have you been served by others? What were the circumstances? How were you affected?
- What are your personal and community goals?
- What is your most challenging responsibility? How do you work at becoming “good” at it?
- Who is responsible for community change? What happens if nobody takes responsibility for community change? What do you see your role to be in your community?
- Identify an issue you consider to be everybody’s responsibility.

### ***Homework (Pace assignments as needed.)***

- Read about other individuals who have set personal and community goals and learn how they achieved these goals. Write a short essay about what you learned.
- Write a brief biography of somebody who has a great responsibility in your community and has set or reached an important goal. (This individual can be a religious leader, a teacher, a community activist, a bus driver, a volunteer, etc.).
- Imagine a major contribution you made to your community. Write about this contribution as if you had accomplished it already. What helped you get to your goal? How did your contribution affect your community, family, friends, and the larger world?

### ***Possible Creative Activities***

- Students create a picture illustrating their favorite responsibility and their goals.
- Students role-play different scenarios about responsibility and goal-setting.

## Warm-up Activity 3

### Researching Your Goal

#### **Objectives**

1. Students will identify community and individual assets.
2. Students will identify community needs.
3. Students conduct research and determine whether their project will focus on one key personal or community issue or several similar topics.

#### **Skills addressed**

- Research, cooperative learning, metacognition, reflection, critical thinking, creative thinking

#### **Procedures**

1. Students reflect upon and discuss these statements:

*If you don't have a clear idea of where you are going, you will probably end up somewhere else.*

**Lewis Carroll, Author, Alice in Wonderland**

*If a man does not know to which port he is sailing, no wind is favorable.*

**Seneca**

*If civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples, of all kinds, to live together, in the same world at peace*

**Franklin Delano Roosevelt**

*If we are to reach real peace in the world we shall have to begin with children; and if they will grow up in their natural innocence, we won't have to struggle; we won't have to pass fruitless ideal resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with peace and love for which consciously or unconsciously the whole world is hungering.*

**Gandhi**

*Not everything that is faced can be changed but  
Nothing can be changed until faced.*

**James Baldwin**

2. Students read the following story:

Aubyn Burnside of Hickory, North Carolina set a goal of starting "Suitcases for Kids" in response to her discovery that most foster care children move frequently and often carry their belongings in garbage bags. She discovered through conversations with her sister, a social worker, the problems foster care children face, especially as related to constant moving. "When I started out I thought it was just my county that needed suitcases, but I learned that there was a need in other counties as well," she explains. Aubyn found a way to tap into her community's assets by looking into church groups, scouts, youth groups, and by asking parents, friends and other community members. As a result of Aubyn's persistence and dedication, her project drew attention to the plight of foster children. Many agencies and individuals donated clothes, shoes, and supplies in response to the problem. Suitcases for Kids has representatives in all 50 states and a few foreign countries. The project now has a formal relationship with the local Department of Social Services (<http://www.suitcasesforkids.org>).

3. Students break into small groups of 3-4 students. Each group defines "assets" and "needs." They generate a list that includes concrete examples for both categories.
4. Students draw or illustrate "assets" and "needs." Students explain what makes assets and what makes needs.
5. The teacher generates a discussion around the following questions:
  - What kinds of things would you like to see on the "asset" side of your community list that are not there now? (e.g., cleaner classrooms, more organized eating areas in the lobby, more recycling bins, etc.)
  - How might you be able to make some of these other things happen within the community?
  - At Bunker Hill Community College, how might you be involved as a student in improving something?
  - In the immediate Charlestown area, what can you do to serve? What needs exist in the area? What project/activity might be done, for example, with the area Boys and Girls Club? the local elementary and middle schools? the YMCA?

### ***Possible Creative Activities***

1. Students, in small groups, write, draw, or illustrate how they can provide a service to the community to make one of the missing positive assets happen.
2. Report out by sharing strategies generated in the groups. Students share the common elements that showed up in their group drawings.

## ***Reflection***

Students respond to the following questions in a journal:

- What criteria did you use in defining “community?”
- How did your definition compare to the definition given by others?
- What community need do you feel is most important at this point in time?
- How can you set a goal to address your community’s needs?
- Write a poem, song, or short speech about one community asset, one community need, and one goal.

## ***Homework***

- Read articles about how to address the personal and community needs you identified. Share your findings with the rest of the class.
- Create a three-minute presentation about the community goal and personal goal you feel is most important.
- With a partner, choose two community needs and goals and debate which one is most important.

## ***Possible Creative Activity***

- Create a picture of your ideal community. (You can choose to draw, make a collage, or try other ways to visually represent your idea.)

## Warm-up Activity 4 Mobilizing the Community

### *Overview*

Community action involves educating the public about your project and inviting members to help. This lesson explores several aspects of community mobilization: the use of vision, leadership, creativity, decision-making and presentation in a team setting. Recognizing and using the skills of those around us and learning from others as they do the same is a crucial part of planning and implementing a service project.

Partners can offer the following:

- teach students information or skills necessary to complete the project (*a homeless shelter caseworker can talk to students about the trials and tribulations of the homeless population.*)
- provide materials for a project (*the owner of a supermarket might donate recyclable green bags.*)
- provide a venue for completing the project (*the director of a literacy program might offer space for students to conduct activities there with program participants.*)
- assist in completing the project (*a carpenter can help the students build a ramp for local community center*)

### *Skills addressed*

- collaborative learning, critical thinking, reflection, creative writing, oral presentation, creative thinking

### *Objectives*

1. Students will develop an understanding of the benefits of working together.

### *Procedures*

1. Reflect on the following statements:

*A community is like a ship; everyone ought to be prepared to take the helm.*

**Henrik Ibsen, Playwright**

*Difference of opinion leads to inquiry, and inquiry to truth.*

**Thomas Jefferson**

*You can bring your credibility down in a second. It takes a million acts to build it up, but one act can bring it down...People are suspicious because for several thousand years that suspicion was warranted...we try very hard not to do things that will create distrust.*

**Howard K. Sperlich, President, Chrysler Corporation**

*To be persuasive we must be believable; to be believable we must be credible; to be credible, we must be truthful.*

**Edward R. Murrow, Journalist**

Amber Coffman, from Glenn Burnie, Maryland, first became involved in community service when she was eight years old. "I realized community service was important to me when my mom took me to a shelter for the first time," she recalls. "Through getting to know the homeless, I wanted to do as much as possible to help. Running a shelter was not realistic for me. I thought the next best goal would be to run a lunch program for the homeless." Amber started Happy Helpers for the Homeless when she was 10. She and a few friends set a goal to make and distribute 50 bag lunches on the weekends -- a time when soup kitchens were closed. From these humble beginnings, the program has blossomed into a full-scale operation with 15 to 20 other young people distributing 600 lunches, clothing and toiletries, every week. "It was exciting to see [young people] get hooked on service the way I was hooked on it the first time," she said. "I think it's so exciting to have a national day rewarding young people who serve their communities. It's also great for young people to be recognized on a national level. It really is motivating to go out and do something." People from 48 states seeking to start similar programs contacted Amber for advice. Today, she is an Ambassador for America's Promise, Heart of America Foundation and Youth Service America (FindArticles.com. Retrieved February 27, 2009, from [http://findarticles.com/p/articles/mi\\_m0IBX/is\\_2\\_10/ai\\_109504209](http://findarticles.com/p/articles/mi_m0IBX/is_2_10/ai_109504209)).

2. Students are given jumbled pieces of a puzzle to put together in ten minutes. Each group is to work together at devising a system that would make for the greatest efficiency. (Alternatively, each group is given a set of materials, e.g. wire, tape, pieces of wood, screw driver, paper clips, etc. from which they are to make something useful. Each group decides how best to pursue the project.)

***Reflection Questions to consider after the project:***

- Did you consider your group "successful"? Did you consider some groups more "successful" than yours/others?
  - What about your process went well? What attributes made some groups more successful than others?
  - What would you do differently if you repeated the exercise?
  - What lessons can we learn from this exercise to help us be successful in our service-learning project?
  - What did we learn about cooperation, partnering, and teamwork?
3. Focusing on the specific project you selected, allow students to brainstorm potential partners that might be valuable to your efforts. (You might want to give your students the Yellow Pages for looking up resources as well as lists of local community agencies and

what they do. They can also go on the internet. Be sure to think about local agencies, businesses, community groups, local colleges, civic groups, churches, etc.)

### ***Reflection***

In your journal, respond to some of the following questions:

- What lessons from this activity will help you be successful in your goal or service-learning project?
- What different roles can you take in presenting your project to the neighborhood, town, city, area, etc?
- What strengths do you bring to different teams with whom you work?
- Write a radio announcement advertising your project.

### ***Reading***

- Read about community stakeholders. Why might they become involved in your efforts?
- Read about service-learning projects that involve collaboration from community partners.

### ***Possible Creative Activities***

- Role-play project presentations to different community partners.
- Record or videotape yourself pitching the project to the community. Review the tape and assess your own presentation skills.

## REFERENCES

- Andrea, A. J., & Overfield, J. H. (1994). *The human record: Sources of global history*. (2<sup>nd</sup> ed.). Boston: Houghton Mifflin Company.
- Badger, A. J. (1989). *The new deal: The depression years, 1933-1940*. NY: Hill and Wang.
- Berry, H., & Chisholm, L. (1999). Service-learning in higher education around the world. NY: The International Partnership for Service-Learning.
- Berson, J. (1994, Jun/Jul). A marriage made in heaven: Community college and service-learning. *Community College Journal*, 64 (6), 15-19.
- Bringle, R. G. (2004). Teaching tips: Service learning and education on aging. *Adult Development and Aging News*, 31 (3), 12-14.
- Bunker Hill Community College 2006 – 2007 Fact Book. (2007). Institutional Effectiveness.
- California State University Monterey Bay. (1994). The Service Learning Institute (SLI). Retrieved December 10, 2008, from <http://service.csumb.edu/site/x4150.xml>
- Carver, R. L. (1997). Theoretical underpinnings of service-learning. *Theory into Practice*, 36 (3), 143-149.
- Chamot, A. U. (2002). Retrieved February 6, 2009, from <http://www.language magazine.com>
- Civic beauty - cool woman – Amber Coffman of Happy Helpers for the Homeless (brief article). Retrieved February 27, 2009, from [http://findarticles.com/p/articles/mi\\_m0IBX/is\\_2\\_10/ai\\_109504209](http://findarticles.com/p/articles/mi_m0IBX/is_2_10/ai_109504209)
- Coles, R. (1993). *The call of service: A witness to idealism*. Boston: Houghton Mifflin Company.
- Dewey, J. (1910). *The school and society*. University of Chicago Press.

- DiMaria, F. (2006). Service learning now attracts a new kind of student. *The Hispanic Outlook in Higher Education*, 16 (7), 50-54.
- Donaldson, G. (2007). *Modern America: A documentary history of the nation since 1945*. NY: M. E. Sharpe.
- Dow, B. (2001). Someone else's problem: A hunger project moves California students from indifference to activism. *Teaching Tolerance*. Number 19.
- Ehrlich, T. (2000). Civic engagement. Retrieved December 18, 2008, from <http://measuringup.highereducation.org/2000/articles/ThomasEhrlich.cfm>
- Einfeld, A., & Collins, D. (2008). The relationships between service-learning, social justice, multicultural competence, and civic engagement. *Journal of College Student Development*, 49 (2), 95-109.
- Elwell, M.D., & Bean, M.S. (2001). The efficacy of service-learning for community college ESL students. *Community-College-Review*, 28(4), 47-61.
- Enos, S. (2003). Service-learning on American campuses: Challenges for pedagogy and practice. Vol. 2, 1-14.
- Eyler, J., & Giles, D. E. (1999). *Where's the learning in service learning?* San Francisco: Jossey-Bass Publishers.
- Fernlund, K. J. (2008). *Documents to accompany America's history*. (6<sup>th</sup> ed., Vol. 2). Boston: Bedford/St. Martin's.
- Gallo, D. (1994). *Educating for empathy, reason, and imagination*. In K. S. Walters (Ed.). *Rethinking new perspectives in critical thinking*. Albany, NY: SUNY Press.

- Goodwin, R. N. (1988). *Remembering America: A voice from the sixties*. Boston: Little, Brown and Company.
- Gose, B. (1997, November 4). Many colleges move to link courses with volunteerism: Some critics of “service-learning” question the quality of the service and the rigor of learning. *The Chronicle of Higher Education*, A45.
- Gray et al. (1999). *Combining service and learning in higher education: Evaluation of Learn and Serve America, Higher Education Program*. Washington, D.C: RAND Education.
- Harris, N., Rothman, D. J., & Thernstrom, S. (1969). *The history of the United States: 1850 to the present*. (Vol. 2) NY: Holt, Rinehart and Winston, Inc.
- History of Suitcases for Kids. Retrieved February 22, 2009 from <http://www.suitcasesforkids.org/>
- Jacoby, B. & Associates. (1996). *Service-Learning in higher education: Concepts and practices*. San Francisco: Jossey-Bass Publishers.
- Kinsley, C. (1994). What is community service-learning? *Vital Speeches of the Day*, 61 (2), 40-43.
- Lounsbury, M. & Pollack, S. (2003). Institutionalizing civic engagement: Shifting logics and the cultural repackaging of service-learning in U.S. higher education. *Organization*, 8, (2) 319-339.
- McCarthy, M. (1996). *One-time and short-term learning experiences*. In B. Jacoby (Ed.). *Service-learning in higher education: Concepts and practices*. San Francisco: Jossey-Bass Publishers.
- McAleavey, S. J. (1990). Service-Learning: Theory and rationale. Retrieved October 9, 2008, from <http://www.mc.maricopa.edu/other/engagement/pathways/rationale.html>

- Miller, D. T. & Nowak, M. (1977). *The fifties: The way we really were*. NY: Doubleday & Company.
- Morrison, M. C. (1983). (cited in Smith & Berg, 1987). *Paradoxes of group life: Understanding conflict, paralysis, and movement in group dynamics*. San Francisco: Jossey-Bass.
- Morton, K. & Troppe, M. (1996). From the margins to the mainstream: Campus Compact's project on integrating service with academic study. *Journal of Business*, 15, (4) 21-32.
- National Service-Learning Clearinghouse. Retrieved October 31, 2008, from [http://www.servicelearning.org/what\\_is\\_service-learning/history\\_hesl/index.php](http://www.servicelearning.org/what_is_service-learning/history_hesl/index.php)
- National Service-Learning Cooperative. (April 1998). *Essential Elements of Service-Learning*. St. Paul, MN: National Youth Leadership Council.
- Palmer, P. J. (1983). *To know as we are known/A spirituality of education*. San Francisco: Harper & Row Publishers.
- Ravitch, D. (Ed.) (1991). *The American reader: Words that moved a nation*. New York: Harper Collins Publishers.
- Readon, K. (1998). Participatory action research as service-learning: In R. Rhoads & J. Howard (Eds.), *Academic service-learning: A pedagogy of action and reflection*: San Francisco: Jossey-Bass Publishers.
- Seifer, S. D., & Connors, K., Eds. (2007). Community campus partnerships for health. *Faculty Toolkit for Service-Learning in Higher Education*. Scotts Valley, CA: National Service-Learning Clearinghouse, 69-80.

- Slattery, P. (1995). Curriculum development in the postmodern era. NY: Garland Publishing, Inc.
- Smith, P. (1984). *The rise of industrial America: A people's history of the post-reconstruction era*. (Vol. 6). New York: McGraw-Hill Book Company.
- Stanton, T. K., Giles, D. E. Jr., & Cruz, N. I. (1999). *Service-Learning: A movement's pioneers reflect on its origins, practice, and future*. San Francisco: Jossey-Bass Publishers.
- Taylor, J. A., & Trepanier-Street, M. (2007). Civic education in multicultural contexts: New findings from a national study. *The Social Studies*, 98 (1), 14-18.
- Thomas, J. (2005). Keeping the "learning" in service-learning. *Academic Exchange Quarterly*. 9 (1), 1-4.
- Thornton, C., & Jaeger, A. (2008). The role of culture and individual approaches to civic responsibilities. *Journal of Higher Education*, 160 (23).
- Tufts University. (2008). The Talloires Network. Retrieved November 1, 2008, from <http://www.tufts.edu/talloiresnetwork/?pid=23&c=54>
- Wallace, J. (2000). A popular education model for college in community. *American Behavioral Scientist*, 43 (5), 756-766.
- Weatherford, J. *Savages and Civilization: Who will survive?* (1994). NY: Crown Publishers.

## APPENDIX

Additional sources of information on service-learning

### **Service-Learning Course Outlines/Syllabi Sites**

<http://www.compact.org/syllabi/> (National Campus Compact)

<http://csf.colorado.edu/sl/syllabi/> (CU Boulder)

<http://virtual.clemson.edu/groups/LEARNING/syllabi.htm> (Clemson University)

[http://service.csumb.edu/Faculty/2nd\\_tier/SL-Syllabi.html](http://service.csumb.edu/Faculty/2nd_tier/SL-Syllabi.html) (CSU Monterrey Bay)

[http://www.ncte.org/service/teach\\_resources.html#syllabi](http://www.ncte.org/service/teach_resources.html#syllabi) (National Council of Teachers of English: Service-Learning in Composition)

<http://www.fiu.edu/~time4chg/Library/ideas.html> (101 Ideas For Combining Service & Learning: Florida International University)

<http://www.calpoly.edu/~slad/csl/syllabi.html> (Cal Poly San Luis Obispo)

<http://wrt.syr.edu/service/courses.html> (Courses in The Writing Program at Syracuse University)

<http://www.tufts.edu/as/macc/articles1.htm> (compiled by MA Campus Compact)

### **Service-Learning Programs**

<http://csf.colorado.edu/sl/academic.html> (College and University Guide to Service-Learning Programs)

<http://www.calpoly.edu/~slad/csl/servler.html> (Service-Learning at Cal Poly San Luis Obispo)

<http://thecity.sfsu.edu/~ocsl> (Office of Community Service-Learning, San Francisco State University)

<http://case.rutgers.edu> (CASE: Citizen and Service Education: Rutgers University)

### **Faculty Resources for Service-Learning**

<http://www.indianacampuscompact.org/Portals/0/principles.pdf> (Principles of Good Practice for Service-Learning Pedagogy)

<http://www.compact.org/faculty> (Service-Learning and Faculty Development)

<http://csf.Colorado.EDU/sl> ("The Home of Service-Learning on the WWW": Communications for a Sustainable Future: CU Boulder)

<http://www.fiu.edu/~time4chg/Library/bigdummy.html> (The Big Dummy's Guide To Service-Learning)

<http://www.fiu.edu/~time4chg/Library/index.library.html> (Florida International University's Resource Library on Service-Learning)

<http://www.calpoly.edu/~slad/csl/develop.html> (Developing Service-Learning courses)

<http://wrt.syr.edu/service.html> (Service-Learning in The Writing Program at Syracuse University)

### **National Organizations of (or Supporting) Service-Learning**

American Association of Community Colleges (AACC: Horizons Service Learning Project)

Campus Compact <http://www.compact.org>

Campus Compact National Centers for Community Colleges (CCNCCC)  
<http://www.mc.maricopa.edu/organizations/community/compact/>

CA Campus Compact: Service And Service Learning Resources In Higher Education  
<http://www.sfsu.edu/~cacc/resources/resources.html>

National Service-Learning Clearinghouse <http://www.servicelearning.org>

Service-Learning Clearinghouse Project <http://www.gseis.ucla.edu/slc/>

Learning in Deed: W. K. Kellogg Foundation: Primarily K-12 <http://www.learningindeed.org/>

National Society for Experiential Education (NSEE) <http://www.nsee.org/>