



Leadership & Civic Engagement

ENG W240 Community Service Writing

Spring 2011

Professor Graban

Indiana University Bloomington

ENGLISH W240: Community Service Writing

Leadership and Civic Engagement

ENG W240-28253 (TR 2:30-3:45 p.m.) • SY 212 • Spring 2011

Instructor Information

Name	Dr. Tarez Samra Graban
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Office Hours	M 12-2, R 4-6, and by appointment
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Course Description and Goals

How does visual perception impact writing, and what difference do personal ethics make in research? What does after-school tutoring have to do with local politics? Is there a one-size-fits-all definition of “subsistence”? What defines “power” and “disability” in language, society, and text? How can community organizations advance real systemic change? What are some fundamental arts of researching and writing for civic engagement? And what are the roles of social, gender, and rhetorical theory in answering any of the above? This semester, these and other questions will inform our work. ENG W240 invites you to use ethnography as your investigative lens by conducting interviews, doing observation, searching archives, and constructing visual representations of one local community agency where you choose to serve. It relies on the principle that how you take in information from the world around you does affect how you write. It also involves unpacking assumptions, challenging stereotypes, and learning new and varied methodologies for finding information in unlikely places. Finally, it considers service-learning in all its dimensions – practical, personal, and intellectual.

Think of this course as an opportunity to develop your written communication skills by exploring the different writing situations that face you as students at a major university and citizens in a larger community. Think of it as an opportunity to *make* – and not just report – new knowledge. And think of it as an opportunity to learn how reading and writing across several genres can help a community to question, formulate, and challenge its notions of what it means to “lead” and be “civically engaged.” As part of that process, this course will encourage you to:

- consider both visual and alphanumeric dimensions of “text”;
 - shape your writing for multiple needs and contexts;
 - access, evaluate, and use information from a variety of sources;
 - move beyond summarizing facts to synthesizing complex ideas;
 - understand argument as a way of explaining multiple perspectives;
 - understand structure, language and style as ethical choices in your writing.
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Required Materials

- *Fieldworking: Reading and Writing Research, Third Edition* (at **TIS** and **IU Bookstore**)
- ENG W240 Leadership and Civic Engagement Classpak (at **TIS** and **IU Bookstore**)
- **flash drive, CD-RW**, or some form of portable data storage for keeping and moving digital files
- Access to the following software: Microsoft Word, Adobe Reader, a Web browser, and a working Indiana University e-mail account (**available on any STC computer across campus**)

Assignments and Projects

Please allow yourself ample time to draft and revise your writing, rather than waiting until the night before an assignment is due. *All writings for public distribution must be of professional quality.* This means intelligent, thoughtful prose free of any patterns of error. While this principle holds for any work that you submit in this class, it holds even more for work that is circulated to your Community Partner, or for work that you do on their behalf. Plan to spend extra time revising that work.

PORTFOLIO (INDIVIDUAL)

Positioning Essay (3-4 pages)

In this essay, you discuss your own motives for community involvement by triangulating your theoretical readings, your site-specific questions, and your assumptions and realizations so far. You may also bring some of the “service-learning” perspectives offered by Franklin, Heilker, and Bridwell-Bowles into conversation with your own ideas about the issues your community agencies face.

Verbal and Visual Portrait (4-5 pages plus visual component)

For this project, you will interview and observe a key person (or “insider”) at your community agency, then compose a two-part portrait that creates a dominant impression of this person while addressing a critical issue from their point of view. Look for what isn’t there, listen to the silences, and weigh other perspectives. Consider how non-verbal cues and physical spaces can help you frame your argument.

Critical Bibliographic Essay (5-6 pages)

By now, you are fully invested in some issue, problem, or query – no matter how nuanced or small. After an introduction that contextualizes your research, in this essay you will discuss and synthesize five to seven (5-7) reputable academic sources that can help you to shape your issue differently. Think of this as an involved conversation with various experts, where you find points of convergence and divergence between their theories and consider what new theories they help you to build.

The “Big” Ethnography (7-9 pages)

This *big ethnography* gives you the opportunity to synthesize your research in a provocative way. This is not a typical final paper—it is a research-based argument that provides a focused view of your community agency, in which you make a unique observation about how they embody “leadership” or “civic engagement” by drawing on various sources of information you have gathered all semester long.

PUBLIC DOCUMENT PROJECT AND PRESENTATION (COLLABORATIVE)

In addition to creating your own research portfolio, you will work with a group of your classmates on producing a public document or series of documents to enable your agency further its work. Your agency will help you to determine the need, audience, genre form, content, and structure of this document. In the last week of class, your group will present the project in an informal showcase.

WEBLOG (INDIVIDUAL)

This semester, you will keep an individual weblog for posting approximately three sets of fieldnotes reflections and a few other short assignments. The fieldnotes reflections may be some of the most valuable information you gather all semester. The short assignments will vary in scope, format, and method, and I’ll be interested in seeing you take risks, develop skills, and learn new things. Near the end of the semester, you will convert this blog into the portfolio that will feature your other work.

Course Policies and Expectations

SERVICE HOURS

This semester, you will be selecting one of five Community Partners to observe and to serve. Each of them is asking for approximately 20-22 hours of commitment between now and the end of April. Much of what you learn during your individual inquiry projects will stem from the time you spend at your community agency, so it is time well spent. Because this class involves both project-based and direct service learning, these hours will also include any required orientation or training, as well as at least one observation period. Our Community Partners are giving of their own time and resources to enhance your learning experience because they believe in what you are doing. Some (though not all) of them depend on volunteers to make their agency work. Depending on where you serve, for a semester you are “joining” their community of volunteers, while also being a visitor who is interested in doing research into that community. In other cases, you are coming alongside a more permanent staff in order to learn from what you observe and to give back through your observation, your empathy, and your projects. These can be tricky dual roles to play at times, but as long as you remember to be courteous, ethical, and professional in all things, you will be fine. In order to pass ENG W240, you must satisfactorily complete all service hours in accordance with Community Partner expectations—including orientation, attitude, decorum, and engagement—and you must meet your weekly schedule or notify your supervisor as soon as possible whenever you are unable to do so.

ATTENDANCE

Classes like this are most successful when we build intellectual community. Undertaking a field research project involves several stages, which we will negotiate together as a class. For that reason, attendance is required. Although I would prefer that you not miss *any* class, I do acknowledge that your life is like a complex puzzle, of which ENG W240 is only one piece. Thus, you are permitted **three absences** for illnesses, emergencies, and family or university business. Each additional absence will lower your final participation grade by **one-third of a letter grade** and may cause you to miss out on a vital discussion or workshop. If military duty, religious holidays, or extended hospitalization will call you away for a much longer period of time, you may be advised to drop the course. If you do miss class, it is your responsibility to diligently find out what you missed and to turn in what is due.

LATE WORK

All assignments are posted well in advance so that you can plan ahead to get them done. If you already know that you will have a conflict with mid-term exams, or if a *severe illness* or *emergency* prevents you from completing an assignment on time, you must contact me *in advance* of the due date to discuss your options. Otherwise, I will not accept late work. If hard copies are due in class, please print them in advance so that “technological difficulties” do not affect your ability to hand them in on time.

INTELLECTUAL PARTICIPATION AND CITIZENSHIP

Class sessions will be spent discussing and debating our readings, and analyzing or revising writing in various forms. You will often work in groups, compose collective responses, and be expected to talk in class. To be fully prepared, bring everything to class every day. All reading assignments must be completed by the date for which they are assigned and brought to class in some form on the day we are scheduled to discuss them. While you are in class I hold you to professional forms of conduct, including arriving on time, being prepared, and staying engaged. Consider what *you* can offer to keep our discussions relevant. Cell phones must be turned *completely off* while class is in session.

KEEPING UP WITH THE READING

This semester, we will read in various genres – including memoir, autoethnography, popular history, and critical essay. On our heaviest reading days, we are completing about 30 pages of reading per class. However, we do not read for every class, and in some weeks, we do not read at all because you are focusing on some aspect of your research project. It may help you to keep up if you think of our readings as two general types – *theory* and *craft* – with some overlap between them. For the first three weeks, our readings will mainly provide theoretical lenses onto the issues that face the community agencies we serve. During weeks four through six, we will focus on craft, especially on less common research methodologies that use people, spaces, and web communities as sources of information. In weeks seven through nine, you will think academically about your civic inquiries. And in weeks eleven through fifteen, theory and craft will converge as you shape your final projects.

EVALUATION

Much of the semester will be devoted to writing your ethnographic portfolio and working on your collaborative public document project. Here is how the points are distributed:

Ethnographic Portfolio (4 components)	650 points
Public Document Project and Presentation	150 points
Blog Assignments	100 points
Intellectual Participation and Citizenship	100 points
	1000 points

Each assignment has specific evaluation criteria that we will go over in class, with the exception of blog assignments, which I will grade on the “plus” system. If your work shows considerable thought and exploration of the topic and satisfies length and quality requirements, I assign it a (+). If it demonstrates some thought and exploration of the topic but lacks in a certain area, I assign it a (✓). If it is lacking in several areas or seems incomplete, I assign it a (-). Near the end of the semester, I’ll convert those to points. The final grade distribution is as follows:

1000-900 (A range) • 899-800 (B range) • 799-700 (C range) • 699-600 (D range) • 599 and below (F)

I treat grading as a conversation where I comment on your work. My comments are typically questions intended to make you think about purpose and audience; suggestions for improving some aspect of the writing (e.g., focus, development, organization, language, visual clarity, or “voice”); and reactions to particular passages or prose. You should always feel free to meet with me if an assignment is unclear, if you get stuck, or if my first response on an assignment is unhelpful. You should also feel free to meet with me at any time if you are unsure of where you stand in the course.

REVISION

You may decide to revise one of the project components early in the semester – the Positioning Essay, the Verbal/Visual Portrait, or the Critical Bibliographic Essay – especially if a revision would improve your project’s focus. If you choose to revise one of these essays, I will ask you to meet with me to discuss your ideas for revision within *one week* of my returning it to you. You must then submit the revised project within *one week* of this meeting. Revisions should be *substantial* and of *good quality* in order to improve the grade.

ACADEMIC HONESTY

At IUB, we take academic honesty very seriously, and violations of it – in any form – come with vital consequences. Cheating and all forms of misrepresentation, including plagiarism, can result in

automatic failure of the course. Plagiarism literally means “the act of kidnapping” and occurs when you represent someone else’s work as your own work in the following ways:

- having someone write your paper for you or turning in someone else’s work
- purchasing someone else’s work and using it as your own
- simply copying and pasting published information into your paper
- deliberately using sources without attributing them.

Doing so “accidentally” is as problematic as doing so deliberately. As you get into more advanced writing, it becomes important that you read, take notes on, and incorporate sources productively and fairly. We will spend some class time discussing good source use, but you should always ask me if you are unsure about how to use a source fairly. See the Code of Student Conduct for more information: <http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>).

WRITING TUTORIAL SERVICES

This class isn’t the only place at IU where you can develop as a writer. In addition to meeting with me in conferences, I highly recommend that you visit WTS (located in BH 206). The WTS consultants can offer you one-on-one feedback and a number of excellent do-it-yourself resources. Talking and thinking with others is extremely helpful at any stage of your writing, whether you are planning the project or editing the final draft. I still get feedback on much of what I do.

SUPPORT SERVICES

Disability Services and the Adaptive Technologies divisions of the Office of Student Affairs can arrange for assistance, auxiliary aids, or related services if you think a temporary or permanent disability might prevent you from being a full participant in the class. Contact them at <http://www2.dsa.indiana.edu/dss/> or 855-7578 with any individual concerns. Students with special needs must be registered with Disability Services before classroom accommodations can be provided.

Class Schedule – Spring 2011

Please check our course blog daily for updates, discussion questions, and other schedule changes: <http://commservwrit.blogspot.com>

Defining the Inquiry

WK1	TOPIC/ACTIVITY	DUE TODAY
1-11-11	Course Introductions Introduction to Fieldworking	
1-13-11	Rhetorical Situation and Ethnographic Perspective in “House for the Homeless”	<i>Fieldworking</i> pp. 1-6, 7-14, 42-55 Submit questions by 1/18 9:00 a.m.

WK2	TOPIC/ACTIVITY	DUE TODAY
1-18-11	Community Partner Roundtable: Girls, Inc. and Boys and Girls Club	Quinn “Need”, Brumberg “Body Projects” Kropf “Inspiring” Submit questions by 1/20 9:00 a.m.
1-20-11	Community Partner Roundtable: Stone Belt Arc and Shalom Community Center (TBA)	Prendergast, “On the Rhetorics” Taylor “Toxic Literacies” Submit questions by 1/25 9:00 a.m.

WK3	TOPIC/ACTIVITY	DUE TODAY
1-25-11	Community Partner Roundtable: Mother Hubbard's Cupboard (TBA)	Husbands "Food Banks" Bennholdt-Thomsen "Subsistence" Killingsworth "Ecological Economics"
1-27-11	Symposium on Service/Learning	Blog #1 due Bridwell-Bowles "Service Learning" Franklin "Reading and Writing the World" Heilker "Rhetoric Made Real"

(En)Visioning the Project

WK4	TOPIC/ACTIVITY	DUE TODAY
2-1-11	Taking Fieldnotes: Observations as Sources	<i>FW</i> pp. 74-78, 84-106, 184-187
2-3-11	The Four-Part Observation: People as Sources	Positioning Essay due <i>FW</i> pp. 128-143, 237-247, 270-271

WK5	TOPIC/ACTIVITY	DUE TODAY
2-8-11	Verbal/Visual Portraits: How Portraits Argue (class in SE 045)	Blog #2 due Barton "Textual Practices of Erasure"
2-10-11	Verbal/Visual Portraits: Creating a Dominant Impression	<i>FW</i> pp. 148-155, 280-285 Trimbur "Profiles"

WK6	TOPIC/ACTIVITY	DUE TODAY
2-15-11	Verbal/Visual Portraits: Thick Description & Embedded Language (class in SE 045)	<i>FW</i> pp. 232-236, 302-306, 314-333 Nilsen "Sexism in English"
2-17-11	Verbal/Visual Portraits: Organization Heuristic for Purpose and Theme	Blog #3 due Bring <i>FW</i> and fieldnotes to class

Invoking Other Voices

WK7	TOPIC/ACTIVITY	DUE TODAY
2-22-11	Verbal/Visual Portraits: Peer Review (class in SE 045)	Draft of Verbal/Visual Portrait due
2-24-11	Evaluating Databases: Academic Archives as Sources with Emily Okada or Louise Malcomb (class in Wells IC)	

WK8	TOPIC/ACTIVITY	DUE TODAY
3-1-11	Critical Bibliographic Essay: The Next Step	Final Verbal/Visual Portrait due Freire "Pedagogy"
3-3-11	Critical Bibliographic Essay: Multivocal Research (class in LH 030)	Dworkin "A Woman's Place"

WK9	TOPIC/ACTIVITY	DUE TODAY
3-8-11	Critical Bibliographic Essay: Synthesis and Organization	Blog #4 due Bring sources to class
3-10-11	Critical Bibliographic Essay: Voice and Authority	Blog #5 due

WK10	TOPIC/ACTIVITY	DUE TODAY
3-15-11	🔄 No classes – Spring Break!	
3-17-11	🔄 No classes – Spring Break!	

WK11	TOPIC/ACTIVITY	DUE TODAY
3-22-11	“Big” Ethnography: Triangulating Sources for Purpose and Theme	<i>FW</i> pp. 112-115, 194-205 Benson “Finding A Focus”
3-24-11	Evaluating Web Communities: Electronic Communities as Sources with Okada or Malcomb (class in Wells IC)	Critical Bibliographic Essay due <i>FW</i> pp. 159-165, 359-362, 399-408

Making (it) Meaningful

WK12	TOPIC/ACTIVITY	DUE TODAY
3-29-11	“Big” Ethnography: Rhetorical Argument	Goodwin “Intensive Care”
3-31-11	“Big” Ethnography: Focus, Thesis, and Organization	Blume “Leadership and Followership” Battistoni “What is Good Citizenship?” Magalhaes “Leaders and Followers”

WK13	TOPIC/ACTIVITY	DUE TODAY
4-5-11	“Big” Ethnography: Down and Up Drafting, Organizational Plans and Thesis Statements (class in SE 045)	<i>FW</i> pp. 56-64, 169-173, 352-357, 427-441, 447-449, 467-470 Bring fieldnotes to class
4-7-11	Evaluating Data: Data as Sources with Okada or Malcomb (class in Wells IC)	Blog #6 due

WK14	TOPIC/ACTIVITY	DUE TODAY
4-12-11	Conferences, Research and Writing Time	
4-14-11	Conferences, Research and Writing Time	

WK15	TOPIC/ACTIVITY	DUE TODAY
4-19-11	Blog Portfolio: Workshop and Peer Review (class in SE 045)	<i>FW</i> pp. 220-232, 412-417, 463-467 Bring files to class
4-21-11	“Big” Ethnography: Peer Review Workshop	First draft of “Big” Ethnography due

WK16	TOPIC/ACTIVITY	DUE TODAY
4-26-11	Public Document Working Session, Final Questions on Portfolio, and Course Reflection (class in SE 045)	Bring files to class
4-28-11	Public Document Poster Presentations	Public Document due

Final draft of “Big” Ethnography and Portfolio due on Tuesday 5/3 by 2:30 p.m. to BH 474

Leadership and Civic Engagement

ENGLISH W240: Community Service Writing

Defining the Inquiry

Brumberg, Joan Jacobs. *The Body Project*. New York: Random House, 1997. Excerpts.

Kropf, Marcia Brumit. "Inspiring Girls to Be Strong, Smart & Bold." *Regional Review* 14 (2005): 12-13.

Quinn, Jane. "Where Need Meets Opportunity: Youth Development Programs for Early Teens." *The Future of Children* 9.2 (Fall 1999): 96-116. *JSTOR*. Web. 27 Dec 2010.

Prendergast, Catherine. "On the Rhetorics of Mental Disability." *Embodied Rhetorics: Disability in Language and Culture*. Eds. James C. Wilson and Cynthia Lewiecki-Wilson. Carbondale, IL: Southern Illinois U P, 2001. 45-60. **Not in coursepack – eReserves.**

Taylor, Denny. *Toxic Literacies: Exposing the Injustice of Bureaucratic Texts*. Portsmouth NH: Heinemann, 1996. Excerpts.

Bennholdt-Thomsen, Veronike and Maria Mies. *The Subsistence Perspective: Beyond the Globalised Economy*. Trans. Patrick Camiller, Maria Mies, and Gerd Weih. London: Zed Books, 1999. 1-7; 9-23.

Husbands, Winston. "Food Banks as Antihunger Organizations." *For Hunger-Proof Cities: Sustainable Urban Food Systems*. Eds. Mustafa Koc, et al. Ontario, Canada: International Development Research Center, 1999. 103-109.

Killingsworth, M. Jimmie, and Jacqueline S. Palmer. "Ecological Economics and the Rhetoric of Sustainability." In *Ecospeak: Rhetoric and Environmental Politics in America*. Carbondale, IL: Southern Illinois U P, 1992. 239-266. **Not in coursepack – eReserves.**

Bridwell-Bowles, Lillian. "Service-Learning: Help for Higher Education in a New Millennium?" *Writing the Community: Concepts and Models for Service-Learning in Composition*. Eds. Linda Adler-Kassner, Robert Crooks, and Ann Watters. Urbana, IL: NCTE, 1997. 19-27.

Franklin, Betty. "Reading and Writing the World: Charity, Civic Engagement, and Social Action." *Reflections* 1.2 (Fall 2000): 24-29.

Heilker, Paul. "Rhetoric Made Real: Civic Discourse and Writing Beyond the Curriculum." *Writing the Community: Concepts and Models for Service-Learning in Composition*. Eds. Linda Adler-Kassner, Robert Crooks, and Ann Watters. Urbana, IL: NCTE, 1997. 71-78.

(En)Visioning the Project

Nilsen, Alleen Pace. "Sexism in English: A 1990s Update." *Contexts and Communities: Rhetorical Approaches to Reading, Writing, and Research*. Eds. Ruth B. Greenberg and Joseph J. Comprone. New York: MacMillan College, 1994. 275-286.

Trimbur, John. "Profiles: Creating a Dominant Impression." In *The Call to Write, Brief Fourth Edition*. Boston: Houghton/Mifflin, 2008. Excerpts.

Barton, Ellen L. "Textual Practices of Erasure: Representations of Disability and the Founding of the United Way." *Embodied Rhetorics: Disability in Language and Culture*. Eds. Wilson, James C., and Cynthia Lewiecki-Wilson. Carbondale, IL: Southern Illinois UP, 2001. 169-199.

Invoking Other Voices

Freire, Paulo. *Pedagogy of the Oppressed*. Trans. Myra Bergman Ramos. Revised Ed. New York: Continuum, 1997. 52-67.

Dworkin, Shari L. "A Woman's Place is in the ... Cardiovascular Room?? Gender Relations, the Body, and the Gym." *Athletic Intruders: Ethnographic Research on Women, Culture, and Exercise*. Eds. Anne Bolin and Jane Granskog. Albany, NY: State U of New York P, 2003. 131-158. **Not in coursepack – eReserves.**

Benson, Kirsten F., and Mary Jo Reiff. "Chapter 8: Finding a Focus." In *Rhetoric of Inquiry, Second Edition*. New York: Bedford/St. Martin's (2009). **Not in coursepack – eReserves.**

Making (it) Meaningful

Battistoni, Richard M. "What Is Good Citizenship? Conceptual Frameworks Across Disciplines." *Introduction to Service-Learning Toolkit, Second Edition*. Campus Compact. Providence, RI: Brown U, 2003. 179-186.

Blume, Steven. "Leadership and Followership." Lecture Materials prepared for "EDUC 600 Pioneer Seminar in Education" at Marietta College. Marietta, Ohio. September 1996.

Magalhaes, Francisco B.S. "Leaders and Followers." *Emergingleader.com*, Eds. Jerry M. Bodman and Kristin Woods. 2007. **Not in coursepack – public domain, available at <http://www.emergingleader.com/article13.shtml>.**

Goodwin, Christopher. "Intensive Care: An Ethnography of a Critical Care Unit." *Field Ethnography*. Ed. Paul Kutsche. Upper Saddle River, NJ: Prentice/Hall, 1998. 123-142. **Not in coursepack – eReserves.**

Recommended Reading

Hatcher, Julie A. "The Moral Dimensions of John Dewey's Philosophy." *Michigan Journal of Community Service Learning* 4 (1997): 22-29.

hooks, bell. "Keeping close to home: class and education." From *Talking back: thinking feminist thinking black*. Cambridge, MA: South End, 1989. 73-83. **Not in coursepack – eReserves.**

Junge, Sharon K., Sue Manglallan, and Juliana Raskauskas. "Building Life Skills through Afterschool Participation in Experiential and Cooperative Learning." *Child Study Journal* 33.3 (2003): 165-174.

Moses, Robert P. and Charles E. Cobb, Jr. *Radical Equations: Civil Rights from Mississippi to the Algebra Project*. Boston: Beacon P, 2001. 3-22; 91-113.

Richardson, Elaine. "My ill literacy narrative: Growing up Black, po, and a girl, in the hood." *Gender and Education*. 21.6 (Nov 2009): 753-767. *Informaworld*. Web. 24 Nov 2010.

Rodriguez, Louie F., and Tara M. Brown. "From Voice to Agency: Guiding Principles for Participatory Action Research with Youth." *New Directions for Youth Development* 123 (Fall 2009): 19-34.

Community Partners List

BOYS AND GIRLS CLUB

Main Club, 311 South Lincoln St.; (812) 332-5311

Bus Route 3

On foot 10 minutes from the Sample Gates on Indiana Ave.

ACE: Theresa Meyers, trmeyers@indiana.edu

EXECUTIVE DIRECTOR: Jeff Baldwin, jbaldwin@bgcbloomington.org

UNIT DIRECTOR: Chris Tann, ctann@bgcbloomington.org

PROGRAM DESCRIPTION: Boys and Girls Club is a mentoring and youth development organization that fosters the physical, intellectual, emotional, and social growth of boys and girls ages 6–18. Volunteer staff typically engage youth in the after-school program through group activities in six CORE Areas, including the art room, the library for tutoring and educational games, the teen room, the games room, the technology center, the gymnasium, and outside for large group activities and organized sports. For ENG W240, service learners will be helping with the Mitch's Kids program, which provides homework help and after-school tutoring.

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

COMMITMENT: Programming runs M-F from 3:30-7:00 p.m. and requires a once weekly 2-hour commitment, usually in one of the following time periods: 3:30-5:30, 4:00-6:00, or 5:00-7:00. For ENG W240, your 20 hours of service will include the orientation and at least one observation period, to be worked out in conjunction with your ACE.

PREREQUISITES: Orientation (contact Theresa Meyers to sign up for an orientation date) and a criminal background check, provided by the Boys and Girls Club. Orientation will last about 75 minutes.

TRAINING AND SUPERVISION: Once at the Club, you will be supervised by your ACE and you will interact with the program director and program leaders during your shift. You may meet occasionally with staff as your research project gets underway.

PUBLIC DOCUMENT PROJECT: Over the semester, your group will produce an in-depth history of the Club in print or digital format, or for inclusion on the Club's website. Service learners will work with the ACE, Mr. Baldwin, and/or Mr. Tann to discuss the length, breadth, and specifications of this history.

AVAILABLE SPOTS: 5

GIRLS INCORPORATED

1108 W 8th St.; (812) 336-7313

Bus Route 3

On foot 30 minutes from the Sample Gates on Indiana Ave.

DIRECTOR OF OPERATIONS: Lucy Berger, lberger.monroe@girls-inc.org

PROGRAM DIRECTOR: Erin Policinski, epolicinski@monroe.girls-inc.org

PROGRAM DESCRIPTION: Girls Inc. of Monroe County provides after-school, holiday, and full-day summer programming to girls ages 6-18 that helps counter the negative effects of inequity. The curriculum falls into six categories: Careers and Life Planning, Health and Sexuality, Leadership and Community Action, Sports and Adventure, Self-Reliance and Life Skills, and Culture and Heritage. Programs include Operation SMART (Science, Math and Relevant Technology), organized sports leagues (basketball, volleyball, softball), Commit To Be Fit (locally created program that received national recognition), and self-defense. For ENG W240, service-learners will help facilitate the after school programming, provide tutoring, and engage with girls as positive role models. Coaching positions may also be available.

<http://www.girlsinc-monroe.org/pages/Volunteer>

COMMITMENT: After-school programming runs M-F from 2:30-6:00 p.m. and requires a once weekly 2- or 3- hour commitment. For ENG W240, your 20 hours of service will include the orientation and at least one observation period, to be worked out in conjunction with Ms. Policinski.

PREREQUISITES: Application, on-site orientation (contact Ms. Policinski to sign up for an orientation date), and a criminal background check, provided by Girls Inc. Orientation will last about 1 hour.

TRAINING AND SUPERVISION: Once at Girls Inc., you will be supervised by Ms. Policinski and you may interact with the program director and other program leaders during your shift. You may meet occasionally with staff as your research project gets underway.

PUBLIC DOCUMENT PROJECT: Over the semester, your group will work in conjunction with Girls, Inc. to produce an extensive written document that will help them enhance their community program. Service learners will work with Ms. Berger and/or Ms. Policinski to discuss the length, breadth, and specifications of this document.

OTHER INFORMATION: Girls Inc. requests that you change the names and identifying details of any of their clients should you use them as subjects in your papers or research project.

AVAILABLE SPOTS: 5

MOTHER HUBBARD'S CUPBOARD

1010 S. Walnut Street Ste. G.; (812) 355-6843

Bus Route 1 South

On foot 30 minutes from the Sample Gates on Indiana Ave.

ACE: Ashley Troth, atroth@indiana.edu

EXECUTIVE DIRECTOR: Amanda Nickey, mhc@mhcfoodpantry.org

PROGRAM DESCRIPTION: Mother Hubbard's Cupboard is a food pantry that provides the Bloomington community with free, healthful, and – when available – local and organic produce and foodstuffs, operating on an equal-access subsistence model. In addition to providing food five days a week to people in need, MHC has a Community Gardening Program, run by patrons and volunteers. The gardens are settings for education and workshops and, during the growing season, they provide the pantry with fresh and nutritious food. MHC also offers a Nutrition Program that includes seminars on health, a library on healthy living, and endless supplies of handouts and recipes.

<http://mhcfoodpantry.org/indexvolunteer.html>

COMMITMENT: MHC requires a once-weekly commitment of anywhere between 1 and 3 hours, depending upon whether you volunteer in the Pantry (open M-F from 3-6 p.m.), in the Gardens (M, T, and S from April to November only), with Nutrition Education, or with Shopping and Delivery. Service learners should contact Ashley Troth to determine where they are most needed and where they could best serve. For ENG W240, your 20 hours of service will include the orientation and at least one observation period, to be worked out in conjunction with your ACE.

PREREQUISITES: Application and on-site orientation. Contact Ashley Troth for more details.

TRAINING AND SUPERVISION: Once at MHC, your hours will be supervised either by Ashley Troth or by the volunteer coordinator on duty. You may meet occasionally with staff as your research project gets underway.

PUBLIC DOCUMENT PROJECT: Over the semester, your group will work in conjunction with MHC to produce an extensive written document that will help them enhance their community program. Service learners will work with the ACE and Ms. Nickey to discuss the length, breadth, and specifications of this document.

OTHER INFORMATION: MHC runs on a very small staff, so Ashley Troth will be your main contact for most things.

AVAILABLE SPOTS: 3

SHALOM COMMUNITY CENTER

620 S. Walnut St.; (812) 334-5728

Bus Route 1 South

On foot 20 minutes from the Sample Gates on Indiana Ave.

ACE: Nicole Holderman, nholderman@umail.iu.edu

DIRECTOR OF VOLUNTEER RESOURCES: Pam Kinnaman, volunteer@shalomcommunitycenter.org

PROGRAM DESCRIPTION: The Shalom Community Center is a daytime resource center for people experiencing homelessness and poverty. Shalom Center advocates for Bloomington's most vulnerable citizens and empowers them to take responsibility for their own lives, by providing the following services: a day shelter for guests; a hunger relief program, which serves breakfast and lunch and offers a weekly food pantry; an employment program, including employment and transportation assistance; a family homelessness prevention project; a legal aid and benefits clinic; and a visiting social service agency. For ENG W240, service learners will most likely serve in the new guest-interaction role, as kitchen volunteers, or as hospitality volunteers.

<http://shalomcommunitycenter.org/volunteering>

COMMITMENT: Shalom Community Center is open M-F from 8:00 a.m. – 4:00 p.m. and requires a once weekly commitment. For ENG W240, your 20 hours of service will include the orientation and at least one observation period, to be worked out in conjunction with your ACE.

PREREQUISITES: For most volunteer positions, all that is required is an application and on-site orientation (contact Nicole Holderman to sign up for an orientation date). Orientation will last about 2 hours. Hospitality Volunteers will need to attend a second orientation and submit to a criminal background check, provided by Shalom.

TRAINING AND SUPERVISION: Once at the Shalom, a volunteer sign-in book will be provided behind the hospitality desk for you to sign yourself in and out each week. The ACE will touch base with you periodically, but if you do not sign yourself in, you will not receive acknowledgment of the hours you have served. You may meet occasionally with staff as your research project gets underway.

PUBLIC DOCUMENT PROJECT: Over the semester, your group will work in conjunction with Shalom to produce an extensive written document that will help them enhance their community program. Service learners will work with the ACE to discuss the length, breadth, and specifications of this document.

OTHER INFORMATION: Service learners should dress appropriately, which means no pajamas, revealing tights/leggings/shirts, or anything that might be distracting to other volunteers or draw unwanted attention from guests. Service learners should pack as light as possible, as there is not an abundance of space for storing purses and personal items.

AVAILABLE SPOTS: 6

STONE BELT ARC

2815 E. 10th Street (at the corner of 10th and the Bypass)

Campus Routes E (M-F), A/E (on Saturday), C

Bus Route 6

ACE: Gwyn Vicars, ace@stonebelt.org

COMMUNITY ENGAGEMENT DIRECTOR: Amy Jackson, ajackson@stonebelt.org

PROGRAM DESCRIPTION: Stone Belt Arc provides services to people with developmental disabilities. Stone Belt assists more than 1,000 adults and children through early intervention services, group homes, supported living apartments, manufacturing services employment, work and life skills education, as well as job placement within the community. Service-learners connect with people with developmental disabilities in residential, employment and community settings. For ENG W240, service learners will work primarily on the client biography project but should contact the ACE for specific guidance regarding their daily role.

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

COMMITMENT: 2 hours each week, most likely between 8 a.m. and 4 p.m. Scheduled in conjunction with your ACE.

PREREQUISITES: On-site orientation (contact Gwyn Vicar) and a criminal background check, both provided by Stone Belt Arc. Students will need to visit IU health services to get a tuberculosis screening ahead of time and provide the results to Stone Belt. The cost is approximately \$10.00.

TRAINING AND SUPERVISION: Once at Stone Belt, you will be responsible for signing yourself in and out each week. The ACE will touch base with you periodically, but if you do not sign yourself in, you will not receive acknowledgment of the hours you have served. You may meet occasionally with staff as your research project gets underway, but you are encouraged to first consult the materials provided during orientation, and then to make use of Stone Belt's website.

PUBLIC DOCUMENT PROJECT: Over the semester, your group will interview clients as part of an extensive biography project. Although each of you will interview up to 4 clients on your own, you will work as a group to develop interview questions, a consent form, and a protocol for interviewing clients before you begin. Once interviews have been completed, your group will decide on a uniform way to compile, write, format, and revise the biographies into publishable and reusable booklets by Stone Belt. Both the ACE and Ms. Jackson will need to approve your work at each juncture.

OTHER INFORMATION: Stone Belt Arc cannot permit service learners to directly observe or use clients as research subjects or informants in their papers or research project. However, if staff or other volunteers give their consent, you may consult them as informants for your ethnographic projects, provided you protect their privacy if they wish it.

AVAILABLE SPOTS: 6