



Introduction

Appendix A

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Appendix A

Here are the major writing assignments, sequenced from English 101-103, that Jonathan developed for his service-learning course on HIV and AIDS.

Major Writing Assignment Sequence

All students, throughout the sequence, will be required to keep a journal, which will contain responses (usually provoked by prompts) about specific course readings, speakers, discussions, or issues. In addition, all writing will be undertaken with potential Web publication in mind; indeed, throughout the course, students will be focused on (1) thinking about service-learning experiences and potential projects and (2) assisting in the development of the *YOUth & AIDS* Website. And finally, each course will require students to write capstone reflection essays, in which they discuss and examine (albeit briefly) how their various experiences of service learning have furthered the development of both their writing skills and their individual styles as writers.

English 101

First: Compose a pamphlet, directed at a particular and specified audience, detailing the dangers of AIDS/HIV, as well as steps to



prevent catching it or transmitting it to others. You may (and probably should) include graphics (but no one more than two that fill half a page), and the entire pamphlet should fill six “thirds” of a folded piece of 8.5 x 11 sheet of paper, including cover page. When you submit your pamphlet to me for appraisal, include a two page, typed (in either a 10 or 12 point, legible black font), double-spaced meta-essay, in which you discuss the writerly and readerly choices you made in constructing your pamphlet. In other words, how have you addressed the needs, concerns, and issues of a particular audience? How have you included research in an accessible and usable manner? How have you effectively used visual rhetoric in your pamphlet? How have you established your own credibility as a source of information? And, finally, what values or assumptions does your pamphlet “safely” make?

REMEMBER: Your work on this pamphlet will be used in selected University College “Orientation to Learning” courses; so, consider your audience carefully!

Second: Choose from one of the following (either assignment should result in the production of a piece of writing about 5 typed pages in length, double-spaced):

- A. Art (writing, music, drawing, etc.) about AIDS is often simultaneously moving *and* provocative—aesthetic and political. Choose one piece of art about AIDS and write an “appreciation” of the piece, in which you discuss how the artist addresses the impact of AIDS as a social, cultural, or even political issues. Back up your discussion with detailed and clearly thought-out reasons.
- B. Compose a lesson plan in which you creatively and substantively describe how a teacher can prepare and deliver a half-hour lesson about AIDS and HIV. The teacher will be addressing new college students, roughly 18-20 years in age, from Cincinnati. What would you have the teacher tell them? And *how*? Remember to think



in terms of developing some creative, interactive exercises that will convey important information about AIDS in an interesting and engaging way. Rhetorically, your task is to explain how you would proceed with this lesson *clearly* and *specifically*. Back up your discussion of the lesson with detailed and clearly thought-out reasons.

- C. Compose a letter to the Webmaster of *YOUth & AIDS* telling either him or her what you would like to see added to the site. You should develop an interesting, engaging idea that will appeal to the target audience of the site—as well as reveal that you know what that target audience is! You might offer advice about a substantial improvement, or you might suggest an entirely new set of pages. Regardless, remember to *be specific* in proposing *one* substantive addition to the site. Back up your choice with detailed and clearly thought-out reasons.

REMEMBER: Your work on these assignments will be used in selected University College “Orientation to Learning” courses; so, consider your audience carefully!

Third: Compose a profile of a local agency that works with issues surrounding AIDS and HIV. (The number of such agencies is fairly large, so you shouldn’t have trouble finding one. Consult with me if you run into difficulties.) Your profile should include information that you gather about the agency from the Web, pamphlets, local and/or national resource guides, and at least one interview with a staff member. *Ultimately, your profile should fulfill two functions:* (1) Your profile should also be presented in such a way that demonstrates that you relaying the material you’ve gathered to an audience that is interested in knowing more about the agency in question. As such, you should anticipate the kinds of *questions* that your readers might have about the agency, as well as what kinds of information your readers will need to know. And finally, you might also provide your readers with



some of your own impressions of the agency, such as brief evaluations of the agency's friendliness, accessibility, and overall demeanor. (2) Your profile must answer the question, why does such an agency exist? Keep in mind that this question may have both multiple and speculative answers. Consider each carefully. **Your profile, which may be selected for publication on the *YOUTH & AIDS* Website, will be peer-edited.**

English 102

First: Abstinence-only sex education is becoming a popular agenda item among some politicians and legislators. At the same time, many others criticize this approach from a variety of perspectives. Your job in this paper (about 4-6 typed pages, double-spaced) is to locate an argument either for or against abstinence-only education, summarize it, and *critique* it. Your critique should take advantage of what you have learned in this class about logical fallacies. In the process of critiquing, work toward your own position on abstinence-only education. **Your essay, which may be selected for publication on the *YOUTH & AIDS* Website, will be peer-edited.**

Second: Compose a substantive letter (5 typed pages, double spaced), addressed to the community agency you wish to serve, detailing both your understanding of that agency's mission *and* what qualities you feel you would bring to that agency. Consider your audience! HINT: Think of this letter in terms of the rhetoric of argument we have been discussing in class...

Third: Write a substantive evaluation of a Website that deals with AIDS or HIV. You should think in terms of the rhetoric of argument that we have been discussing in class, consider who might disagree with your evaluation, and how you would respond to those critics. Think also about the possibility of sending your critique to the Webmaster or Webmistress of the site you critique—and think about how the possibility of sending your critique should effect your tone and



writing style. To make your critique substantive, you will want to site outside sources about AIDS and HIV, as well as make comparisons to other sites dealing with the disease. Your critique should be between 5-7 typed, double-spaced pages. **Your work on this evaluation will be peer-edited and may help us develop a “link list” for the *YOUth & AIDS* Website.**

English 103

First: Using your collected reflection journals (which should span three quarters, if students have been following the sequence since 101), as well as your communication with and investigation of a community agency that you will soon serve, compose a reflective essay in which you describe, discuss, and analyze what you *anticipate* your upcoming service-learning experience will be like. Some questions to *consider* (do not simply use these to *organize* your essay; rather, use them to brainstorm): What do you expect to happen? What do you expect to learn? How can you tell? What has been unexpected or even provocative so far in your experience of talking critically about AIDS in these courses? What has surprised you? What do you anticipate might surprise you during your service-learning experience? Your essay should be about 5 pages, double-spaced.

Second: Choose from one of the following:

- A. Using your collected reflection journals, information from research, your experience with service-learning, and any other sources you can think of, compose an essay (of approximately 10-12 pages, double-spaced) in which you critically examine *one* particular social, cultural, or political dimension of the AIDS crisis. Successful essays will combine textual sources, online sources, and field research (including your experience of service learning) to articulate both awareness of and a critical position toward one way in which AIDS



- B.** Working with your supervisor at the agency you have chosen, compose a substantive, researched document that will be beneficial for the agency you are working with. Such documents could include portions of grant proposals, text for pamphlets, internal documents, or other useful writing for the agency. You must also demonstrate, in a meta-writing essay, how this writing is productive for your chosen agency, and you should secure a short letter of support for your work from a member of the agency.

Your essay, which may be selected for publication on the *YOUth & AIDS* Website, will be peer-edited.