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African American Students Learn by Serving the African American Community: A Jackson State University Example of “Challenging Minds and Changing Lives”

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This article investigates service-learning practices and pedagogy at Jackson State University (JSU), a Historically Black University, founded in 1877 to educate underserved and underrepresented African Americans in Mississippi. As a reflection of the university's motto, “Challenging Minds and Changing Lives,” this research highlights JSU's concerted efforts to foster students' participation in school-community literacy partnerships. Since 2009, the university has facilitated academic instruction in first-year English Composition and Literature courses and in second-year Humanities courses. Not only have these efforts enabled JSU students to partner with Elementary schools and African American women's help initiatives in the Metro-Jackson area, but JSU students have also completed service-learning projects in Limon, Costa Rica. To further illustrate JSU's commitment to African American literacy partnerships, the authors present a selection of course materials to demonstrate course designs dedicated to service-learning and African American community literacy partnerships.



Jackson State University (JSU) has had a long history of partnering with the African American community in Jackson, Mississippi, to promote the growth of the community and JSU students. Long before “Service Learning” became institutionalized, JSU had integrated its tenets throughout the university’s goals on how to effectively educate students. In this article, we highlight and analyze current JSU-African American community literacy partnerships through an enhanced curricular program in the Department of English and Modern Foreign Language.

The term *service-learning* originated in 1967 and was coined by two educators, Robert Sigmon and William Ramsey (Berman xxii); at that time, service-learning referred to the process by which education was applied to community service, via community-based volunteerism and extra-curricular activities as a means for students to grow educationally. Service-learning has evolved into a discipline that integrates significant service to one’s community in conjunction with academic course work. Its goal, at Jackson State University, is to teach civic responsibility, encourage lifetime commitment to service, strengthen impoverished communities, and enhance student learning.

While service-learning has been noted for being a very effective pedagogical practice used to integrate and enhance learning, it also promotes retention and services the needs of the community, while challenging students. According to the *Community Service/Service Learning Center Student Handbook* on the Jackson State University website, service-learning benefits JSU in four specific ways: “[it] furthers the goals of the strategic plan and the mission of the University; [it] drives the university as an active, engaged partner in the community; [it] facilitates university teaching, research, and program development; and [it] increases student retention” (5).

When we consider the impact of service learning on our students at JSU, we think of service-learning as “the village that helps to raise the



child” and we see that the student is not only the initial benefactor of faculty and community stakeholders, but he or she also receives ongoing support throughout the service learning experience. In addition, students experience diversity and take on new challenges that require problem solving. As for the impact of service-learning on the community, community partners are an essential element of the JSU service-learning paradigm. It is important for faculty to remind our students that the idea of service learning is not “doing for” the community but rather “doing with” the community (Volunteer and Service-Learning Center). The Center for Service Learning and Civic Engagement at Tennessee State University, another Historically Black University, highlights the benefits of service-learning for community partners (as adapted from The Service Learning Planning and Resource Guide by The Council of Chief State School Officers, 1994):

- Valuable service to meet direct human, educational, health and environmental needs.
 - Universities as resources—University / faculty / student teams serving as researchers and resources in problem-solving and community development.
 - Empowerment—University / community partnerships to assess, plan, and collaboratively meet needs.
 - Citizenship - Students become active stakeholders in the community.
 - Asset development as the communities become more aware of their strengths and resources.
 - Understanding and appreciation of diversity - across generations, cultures, perspectives, and abilities.
- (tsuservice-learning.com)

Similarly, Laurie Worrall, in her case study of community-based organizations (CBO) who partner with DePaul University’s service-learning students, points to benefits identified by the CBOs: “access to volunteers; extending or expanding organization resources, and [Depaul’s students] serving as role models” (10) for their clients.



Jackson State University and the Call for Service-Learning

Jackson State University (located in Jackson, Mississippi), not unlike other Historically Black Colleges and Universities, was founded to educate underserved and underrepresented African Americans. Beginning as an institution that was designed to create African American teachers who would educate others within their own communities, Jackson State has never strayed far from its initial mission to create civic minded and socially conscious students via an academic and service-oriented curriculum. The JSU motto of “Challenging Minds and Changing Lives” has been and still is a saying that characterizes what we strive for when we consider the goals and objectives of academic instruction at all levels at the university. Currently, Jackson State University has the nationally recognized Center for Service and Community Engaged Learning, which is charged with providing training, overseeing, sustaining, and documenting service-learning and community service activities for the university. The center addresses service learning in the following statements:

Students engage in volunteer service related to a service-learning course in which they meet regularly with a faculty member to reflect, discuss and analyze the impact of their issues. Students will think critically about issues of public policy, active citizenship and civic responsibility. Academic credits are issued for successful completion of the service-learning course and generally a minimum number of community service hours are required. (Center for Service and Community Engaged Learning)

Across the curriculum at Jackson State University, service-learning projects have become ever-evolving fixtures in course content.

A prime example would be in the area of Modern Foreign Languages courses in conjunction with Jackson State’s Study Abroad programs; students have service-learning experiences as they provide aid to the local communities in the countries to which they are assigned. Their



experiences are directly linked to the culture and language studies in their courses. For instance, students who travel to Limon, Costa Rica, work in an elementary school. Limon is the poorest province in Costa Rica with close to 50% of its residents of African descent; it is a province that is prime territory for the benefits of service-learning programs. JSU students who traveled to Limon worked with elementary students in their classes, facilitated games and recess activities, and even spoke intermittently with teachers about best practices in the teaching of the English language since they worked in a bilingual school. JSU students also purchased paint and painted areas of the dilapidated school. Lastly, they offered a gift of a TV/DVD player for school use. In their evening activities, they spoke with local historians and religious leaders who painted a vivid picture of the African-American experience in Costa Rica.

One could easily see how such a powerful experience can lend itself to the reflection component of service-learning. Students were prompted by their professors at the Costa Rican institute and at JSU to write about their experiences with the community. In their writings, they focused on the interconnections and disconnections of privilege and poverty in society, the empowerment of others through service, being the benefactors of the experience along with the children of Limon, and how vividly their lives had been changed by their experiences. They recorded these thoughts in journals, essays, blogs, and photo portfolios. This is an optimal example of service-learning effectively at work. However, all disciplines cannot boast of such an integrated service-learning component within their course offerings.

In particular, the English area of the Department of English and Modern Foreign Languages at JSU has strongly urged instructors to provide the opportunities necessary for students to benefit from the multi-faceted dimensions of service-learning as a teaching/learning tool. Assignments, on all levels, are more meaningful for students when their relevance is clearly shown not only in academic but also community settings, bring-



ing to the forefront the difference between service-learning and community service. Vincent Tinto suggests that “colleges and universities should make learning communities and the collaborative pedagogy that underlies them the hallmark of the first year experience. They should ensure that shared learning is the norm, not the exception of a student’s first year experience” (4). This aim at first-year exposure and its important link to retaining students became a focus in the Department of English and Modern Foreign Languages in our core English courses.

In an effort to ensure that students were fully impacted by service-learning components in the English courses within the Department of English and Modern Foreign Languages at JSU, an effort was initiated during the summer of 2009 to enhance first-year English Composition and Literature I and II courses with a meaningful, major service-learning project that would affect students early on in their university matriculation. This effort was directly tied to research-based principles on service-learning. Gallini and Moely state that service learning can be used to “promote interpersonal, community and academic engagement” (11), as well as significantly impact a student’s overall development. In addition, Thomas Ehrlich asserts that “students learn more when service learning is integrated into their coursework” (qtd. in Mariani). Ehrlich, senior scholar at the Carnegie Foundation for the Advancement of Teaching and often referred to as the “father of service learning,” highlights that “studies at Michigan State and Harvard University showed that students who were involved in service learning earned higher grades, participated more in class, and gained a greater appreciation for the class” (qtd. in Mariani). So, our task of enhancing classes was definitely motivated by the fact that students would multiply benefit from the process and that it would positively affect the remainder of their matriculation at JSU.

These added projects concentrated specifically on school-community literacy partnerships. Although this was not yet a concentrated effort across the entire span of departmental course offerings, it was not the only opportunity that students had to experience service-learning in



our English courses. Service-learning components are also integrated into the sophomore-level humanities course. This service-learning component concentrates on the area of women's issues. Both types of service-learning assignments are presented herein, along with discussion of results and reflections. According to Thomas Deans' guiding text for composition professors, *Writing Partnerships: Service Learning in Composition*, there are three types of service learning modes for the composition class: writing for the community, writing about the community, or writing with the community. The four of us agree that the service learning projects presented in this article represent all three types of writing.

Both the Humanities course and the English Composition and Literature course experiences could be classified as writing for the community and writing about the community because the service-learning projects that were implemented in these classes allowed the students to conduct research so that they could identify and understand specific needs in the African American community (writing about the community), develop solutions to help address those needs (writing for the community), and then provide services based on those solutions. Working with elementary teachers' suggestions to enhance already developed lessons adds the third mode, writing with the community. However, the most prevalent type of service-learning here is writing for the community. In terms of writing for the community, the service learning assignments require students to write for the benefit of various aspects of the multiple communities in which the projects require them to negotiate: 1) the university students, 2) the writing courses, 3) the university at large, 4) K-12 students, and 5) the enhancement of the quality of writing in and beyond the academic sector.



Course Implementation: Assignments, Results, and Reflections

First-year Composition and Literature Courses: Serving Area Elementary Schools

Example 1 (See Appendix A, Sample 1)

The following is a service-learning assignment issued to students in first-year composition and literature courses. The project is introduced during the Composition and Literature I (English 104) course and implemented during the Composition and Literature II (English 105) course at Jackson State University.

Assignment: One service learning project and presentation are required for this course. Students will be placed in groups and will then have to choose a work of children's literature, grades K-3, and write a one page, single-spaced summary of the book covering the seven literary elements. Each group will then develop a lesson plan based on the book and submit both the summary and lesson plan for approval. Each group will then take the approved lesson plan and actually teach the lesson to a group of K-3 students at a local elementary school. During the last week of the semester, each group will present their lessons to their peers during class and submit a binder which must include the lesson plan and any activities used during the lesson. Please be mindful that the lesson plans must be detailed and follow standard rules of English grammar.

This is a description of a service-learning project required for first-year Composition and Literature students during the 2009-2010 academic year at Jackson State University. This service-learning assignment requires the students to work in groups; however, because this project is required in a freshmen level course, there was less autonomy for the students and more involvement for the professor. For example, the students in the second-year Humanities courses were allowed to develop and implement projects of their choosing, provided they were approved by the professor, while the students in first-year courses were all required



to do the same project which had already been designed by the professor. Also, the professor was responsible for making contact with and getting permission from the school principal and assisting with assigning the students to available K-3 teachers in the selected elementary school. Aside from the previously mentioned restrictions, the students were still allowed some autonomy in choosing their books for the project and the specific grade level for their lesson plans.

During the spring semester of 2010, the groups executed their lesson plans at Poindexter Elementary School, which is in the Jackson Public School District and very close to the Jackson State University main campus. Poindexter Elementary is located in one of the most impoverished communities in the Jackson metro area, in which only 38% of residents own homes and the average median household income is \$15, 630 as compared to a Mississippi state average of \$32, 081, which itself falls below the national average. Poindexter serves a 100% African American population with 93% of its student population being eligible for free lunch and another 5% for reduced lunch, and the Jackson Public School expenditure per pupil falls below the state average. Despite its obvious economic restrictions, administrators and educators succeed with the students by emphasizing and utilizing pedagogical strategies and academic programs that enhance the learning environment. Smaller class sizes with a teacher-student ratio of 1:13 (Mississippi average is 1:16) and dedicated teachers have led Poindexter students to achieve successfully in district and statewide testing programs. So, the JSU project was well-received and encouraged by the principal and the teachers at Poindexter, since it served as additional enhancement for classroom teaching.

Overall, this project was very beneficial for the JSU students academically and service-wise. First, the required book summary that focuses on the seven literary elements mandates that students be able to identify and fully understand the literary elements that they were studying in class. Second, using works of children's literature to develop lesson



plans parallels the primary focus of the course, which is to examine literary works and use these works to help students write well developed individual research papers (a course requirement, not specifically tied to the service-learning project). Third, because many of the students who attend Jackson State University are products of the Jackson Public School District, the fact that the project was executed at Poindexter Elementary School allowed students the opportunity to give back to the schools and communities that helped to mold them educationally, exemplifying the reciprocity factor of the service-learning dynamic in more than one way.

Students were provided ample time across the semester to choose a book, write a summary, develop a quality lesson plan in several drafts, teach the lesson, put together a lesson plan binder (one binder per group), and present it to their peers in class. The implementation of cooperative learning groups was very useful in making the projects more manageable and easier to execute. Because the JSU English classes were manageable in size, the instructional presentation component of the project was executed at one school in one day. This schedule minimized the disruption to the elementary school's schedule.

Example 2 (See Appendix A, Sample 2)

The following is a service-learning assignment issued to students in first-year composition and literature courses. The project was introduced during the Composition and Literature I (English 104) course and implemented during the Composition and Literature II (English 105) course at Jackson State University. Example 2 was implemented in the same course as example 1; however, this class was taught by another professor, who conceptualized the assignment differently.

Assignment: Develop a lesson plan outline that can be used by elementary school teachers in the Jackson Public School District. Your lesson plan idea will actually be collected and shared with elementary classroom teachers for their use with students in their



daily classroom instruction. Your lesson plan idea will be fully taught in class as your oral presentation requirement for this course. You will be critiqued by the professor and your peers.

1. Name a children's book (and its author) to use as a teaching tool.
2. Explain why you chose this particular book.
3. Design a lesson plan to go along with the book.
4. Relate the book and the lesson to real life.
5. Name activities students will engage in to complete the lesson.
6. Present the service-learning project to the class (each group chooses a particular children's book for providing a teaching activity for the class).

Most people remember certain children's books because of the impact on them as young people. This service-learning project asks students to reach back to past learning and make it a learning tool for the present. In other words, children's books are not just for children, and beneath the surface of most children's books is a message that goes far beyond the words, shapes, colors and other obvious concepts. Many children's books have a moral; they teach invaluable life lessons. Interestingly, a majority of the Composition and Literature I (English 104) students chose a book by Dr. Seuss, a favorite among both children and parents alike. Dr. Seuss's books had become a part of their lives. For JSU students in Composition and Literature I, Seuss has managed to transcend their own gender, ethnicity, and age differences. In addition, students were encouraged to select books that could be used in diverse settings.

Although these service-learning projects were not taught in elementary schools (as the first example was), students presented their projects to the class, which enabled them to not only meet a graded requirement, but to utilize peer assessment in developing the final drafts. These were then collected and distributed to area elementary teachers for use in their



classroom instruction, which fits Thomas Deans' definition of "writing for the community." The service-learning assignments shared in the appendix are not perfect outlines; they are presented as the students wrote them. In terms of the value of the assignments, not only would elementary school students learn about academic concepts, but they would also learn to apply those concepts to everyday life. In this activity, English students learn to design and execute a lesson, making learning fun for the students. Since the college students are enrolled in a composition course, constructing the plan using Standard English in an organized fashion enhances their learning of how to put words together in a meaningful way for a real audience. Hence, the service-learning project based on children's books serves the community by way of elementary school learning, and it serves the university, preparing college students to be teachers and learners simultaneously. The purpose of service-learning in this context is providing service not only to the community but also enhancing the quality of learning in the classroom, using the connection between the two (the community and the classroom) to make learning more meaningful in and out of the academic environment. Ultimately, the writing involved in service-learning is to make the community better by helping college students, like those at Jackson State University, use what they learn in their courses to help bridge the gap between the various stages of education (K-16).

In addition, such a service-learning opportunity is a great way to bridge the gap between all stages of learning at Historically Black Colleges and Universities and beyond. By all stages of learning, we refer to the incoming first-year student who may not have been acquainted with providing service to her/his community and who is just becoming familiar with the rigor of college classes, to the more experienced student who is well into fulfilling his/her required service hours while diving deeply into her/his chosen academic discipline, to the graduating senior who is hopefully on the cusp of understanding her/his role as a servant to the community and a simultaneous worker in the marketplace.



Second-year Humanities Courses: Serving Women in the Community

Example 3

The following is the service learning assignment issued to students in second-year Humanities (English 202 and English 212) courses at Jackson State University.

Assignment: Group Service Learning Projects and Presentations must focus on offering assistance to women in need. Each group must identify, develop, and implement a service project to help benefit women, especially African American women in the Metro-Jackson, Mississippi area community. The project must focus on addressing an issue that is a major concern for women (HIV/AIDS, domestic violence, teen pregnancy, breast cancer, heart disease, etc.), particularly African American women. Groups must use research (include reliable sources such as books, journal articles, and published essays) in developing this service project and submit a service project proposal to the professor for approval. After the projects have been approved, researched, developed, and implemented, each group must do a detailed presentation of their service project. All presentations must incorporate some kind of artistic representation of the service project. This artistic representation must be an original artistic piece created by the group members. In addition to the presentation and the original artistic piece, the group must also complete a ten-page collaborative essay about their project. This essay must be typed, double-spaced, and in 12pt, Times New Roman font. Keep in mind that this is a research project; therefore, students are expected to cite sources and provide a Works Cited page in MLA format. During the first day of class, students will be allowed to choose their groups; each group must be prepared to make their presentations two weeks before the final exam. A presentation that consists of only reading from the paper without any use of visual or audio effects will result in an automatic grade of “C.” Therefore, please be creative. Feel free to use videos,



poster boards, or PowerPoint. The presentation may be staged as a talk show or even a courtroom scene. Students are encouraged to incorporate poetry, music, or any other artistic supplements in their presentations. Students are required to be creative, use their imaginations, and make the presentations relevant.

This is a service-learning project assignment that was executed during the spring semester of the 2009-2010 academic year in English 202: Humanities and English 212: Humanities for English and Mass Communications Majors at Jackson State University. English 202 and English 212 are courses that focus on the ways in which human beings express their creativity through music, art, literature, dance, film, and other media. The students study those expressions of humankind that best reveal how we have viewed ourselves over the centuries: art, music, and literature, ranging from social and political concepts to poetry and drama. More specifically, this course focuses on gender roles and the various representations of women in social, political, and artistic arenas during certain historical and cultural periods.

This service project was successful and beneficial for the students for several reasons. First, because the subject matter of the courses focuses specifically on gender roles and the various representations of women, a service-learning assignment designed to offer assistance and meet the needs of women, was very appropriate. The research that the students were required to do allowed them an opportunity to examine some of the current issues concerning women in the twenty-first century, how these issues impact women socially and politically, and how these issues are similar to or different from the concerns that women have faced in the past. Additionally, the assignment's requirement of an original artistic piece made the project especially beneficial because it paralleled the course's examination of the arts as a method of human expression. Lastly, this assignment was very successful because the focus on developing and implementing a service project to meet the specific needs of African American women allowed the students a better opportunity to serve



the Metro-Jackson community, which has a large underserved African American population, by supplying local agencies with research-based plans to improve the condition of women in the community.

In their writing, the students in the Humanities course reflect on the political and structural elements that present obstacles to the community. Because the students have to identify and research those problems or issues that are prevalent among African American women in the Metro-Jackson community, such as HIV/ AIDS, teen pregnancy, heart disease, domestic violence, etc., they are required to examine these issues from a historical perspective and look at the social, political, economic, and educational factors that have created the problems. Also, in their research, they are required to discuss what they have learned from the project and how their project has made a contribution to the community (writing for and about the community). Creating this type of literate text contributes to the literacy partnership with the community partners by not only providing an informational service to the community, but also by creating a knowledge base for the students that enables them to become continuous informers for other possible stakeholders in the community about the subject matter and issues they have researched.

Although the intent of this service-learning project is positive in nature, questions may arise about the target group, African American women, and the problems that are directly related to them. In this case, the students developing this service-learning project compiled and analyzed research to support their work and establish its importance and worth. Finally, in the classroom, there was open discussion of any obstacles that arose, such as political elements, race and gender issues, safety concerns, and structural design. For example, one such obstacle occurred in Kashelia Harrion's class, when her students wanted to provide childcare and homework assistance in one of Jackson's battered women's shelters, and they found that they would have to undergo many weeks of clearance and background checks in order to provide such service to the shelter's residents. Students were no longer in the class when clearance was granted.



Conclusion

In selecting issues that should be addressed in this reflective section of our own writing, we must concentrate on literacy, reciprocity, and success in conjunction with the assignments presented in our courses. Community literacy by its basic nature is reciprocal; the learning is not one-sided. When JSU students use their service-learning projects with elementary students, the younger students are not the only receivers of knowledge. This concept applies to teaching and learning in general because it is always a reciprocal process when conducted effectively. In the area of teaching writing in particular, even using the writing process in a recursive manner allows teachers and students to be involved in creating a work; in this instance, such work evolved into a product that can be used by the community in truly beneficial ways.

The implementation of these work products was deemed successful by both community partners, helping to create a positive message about community and academic literacy. In fact, the vast majority of the teachers in the elementary schools, more than 90% said that they would implement the groups' lesson plans in their classes. Some of the teachers made suggestions that the lesson plans may have to be adjusted to better fit the grade levels and to better reflect current Mississippi Department of Education (MDE) Reading and Language Arts benchmarks and guidelines. These adjustments could be easily made with a bit more research conducted on MDE's and Jackson Public Schools' requirements.

Even though the assignments presented were very successful for the students' development and the community's benefit, there were some groups who experienced complications. These complications included setbacks in planning and execution. However, because of the overall success of these service-learning assignments, they are currently being used during the 2010-2011 academic year in the same courses. With careful planning and time management on the part of the students and frequent monitoring by the professor, these projects can be even more successful than they were in their pilot phases during the 2009-2010 academic year.



Such successes in service-learning assignments are advantageous, because they encourage professors to create, incorporate, and refine more service-learning projects into their courses. They also motivate students to become fully engaged in the development and implementation of projects that will not only benefit the community but will also benefit them personally by helping them to become more responsible and active citizens in their communities and to become more responsible and active participants in the learning process.

These activities continue the work of HBCUs in the mission to impact communities and to create servant-hearted and servant-minded graduates who are capable and equipped to actually improve community conditions and, in effect, change the world. The projects presented in this article support the research that service-learning has a great impact on students in the areas of personal development, career development, academic or cognitive development, citizenship and social responsibility, and can be used as a retention tool with regard to operative learning. As a result, if a student has an effective service-learning experience that promotes student involvement and shared learning, then academic and social integration skills are positively impacted (Hurd 6). These Jackson State University examples continue to promote school-community literacy partnerships by enhancing students' skills and by improving community entities.



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Appendix A

Course Example 1: Student Samples

The following are two lesson plan outlines developed from Linda Williams' *The Little Old Lady Who Was Not Afraid of Anything* and chosen as a topic for a class presentation.

Activity 1:

Title: The Little Old Lady Who Was Not Afraid of Anything

By: Linda Williams

Grade Level: PreK-3

Integrated Subject: Language Arts and Counting

Goals: Students will gain an understanding of sequence. They will also grasp an understanding of definition/meaning and matching. Students will also learn a moral lesson from the story. The student will learn that although things may seem scary at first, if you stand strong you may find some good out of them.

Materials: The book, cut outs (made from poster board pumpkin, shoes, hats and gloves, shirt and pants), the black board, coloring sheets, magnets

Implement:

- The teacher will read the book to the students.
- At the end of the story magnetized cut outs of pictures (pumpkin, shoes, etc.) will be placed on the board with the correct number in which they appeared in the story.
- Students will be asked to place the objects in sequential order by which they appeared in the story as well as by its correct number.

Home Work Assignment:

Students will be given a coloring sheet of the objects they will be asked to correctly color the objects the color they appear in the story.



Activity 2:

Subject: Social and life skills

Goal: To introduce definite meaning, at the end of the activity students should understand that although the object was scary at first they became friendly, this is why they will make the scarecrow themselves.

Objectives: To identify the meaning of the words from the book with body movements as well as colors.

Materials: cut outs of words from book (clomp clomp, wiggle wiggle, etc.), construction paper, popsicle sticks, glue, scissors, markers

Implement:

- The teacher will explain what each word means.
- The teacher will then place the object from the story as well as the words on the board in random order.
- The students will be asked to identify the color of an object that the teacher points to or names.
- The first student who raises their hand and answers correctly will be then asked to identify what sound or movement that specific object made.
- Then they will be asked to match that sound/word with its specific object by placing the word underneath the picture.
- Students will then be asked to reenact how each sound was made as the teacher says each word.
- At the end of the assignments student will be given a handout with each object on it, they will be asked to cut them out and glue them together in the form of a scarecrow on the popsicle stick.

Homework Assignment:

Student will be given a coloring sheet of the scarecrow and will be asked to color each part of it, its appropriate color



Course Example 2: Student Samples

The following are two lesson plan outlines developed from the Dr. Seuss book *Green Eggs and Ham*. Chosen as a topic for a group presentation, the various lesson plans show the diversity of ways to teach the text.

Project #1

1. *Green Eggs and Ham* by Dr. Seuss
2. *Green Eggs and Ham* by Dr. Seuss can be used to teach primary students comprehension skills, three types of sentences, to try new foods, and chef and cooking vocabulary. Dr. Seuss wrote the children's story *Green Eggs and Ham* using only 50 words. Elementary teachers can use his [Dr. Seuss's] unique sentences as the foundation for a variety of language arts lessons for first, second and third grade students.
3. *Green Eggs and Ham* by Dr. Seuss contains many statements, questions, and exclamations that can be used to teach students about different types of sentences.
4. This book contains many different types of punctuation sentences. First, I would read the story to the students and tell them to pay close attention to the different ways that I am reading each sentence. I will then point out each sentence and ask them to identify it as interrogative, declarative, or exclamatory.
5. I can relate the book to real life by possibly explaining to the children to try new things and food. For an example, maybe be able to do a project where they can take boiled eggs and paint them green and see if any of the children might eat them. I can also have them relate it to real life by having them create their own Dr. Seuss book that rhymes. Example: I can read in the hall. I can read at the mall. I can read on Daddy's lap. I can read after my nap.



Project #2

1. Green Eggs and Ham by Dr. Seuss
2. The reason I chose this book is because I was once like this when I was little. I was stubborn just like the unnamed character in the story. In my life, Sam-I-Am would have been my mother. She always persists on me to try different things in life and I would always tell her I knew I wouldn't like it if I hadn't tried it yet. Until one day she made me make a decision on eating a certain dish and going outside. Before I ate the dish I just knew it was going to be disgusting. Those were my thoughts before hand, but after I tasted it I asked could she cook some more.
3. I plan to take a survey of foods the students haven't eaten before because they though it would be nasty. Then I would let them try the different foods. I can't make them eat the food, so I would offer them extra points to try the food. By doing so, I am letting them try things they haven't before. If they like the food, it will teach them that you can't judge something for what it looks or seems like. You have to try it or understand it before you disown it.
4. This story relates to real life in the simple fact judge things before they try it. They look down on things in life before attempting to try or do it. This story proves that just because you believe you won't like something or you think it is wrong; it might be one of the best things to happen to you. So, trying new things may better your life.
 - A. Trying new foods
 - B. Playing new sports
 - C. Switching classes with other students
 - D. Learning a new language



NOTE: The following are other children's books for which students developed a Service Learning Project Plan:

1. *The Very Hungry Caterpillar* by Eric Carle
2. *Matilda* by Roald Dahl
3. *Miss Rumphius* by Barbara Cooney
4. *Chika Chika Boom Boom* by Bill Martin Jr.
5. *The Little Engine That Could* by Watty Piper
6. *The Giving Tree* by Shel Silverstein
7. *Junie B.* by Barbara Park
8. *One Little, Two Little, Three Little Pilgrims* by Lynne Cravath
9. *Be Boy Buzz* by bell hooks
10. *Big Words for Little People* by Jamie Lee Curtis and Laura Cornell

Appendix B

Course Example 1: Lesson Plan Response Survey Used by Elementary Teacher

English 105: Composition and Literature II
Service Learning Project
Lesson Plan Response Survey

Teacher's Name _____

Grade Level _____

Teacher's Signature _____



1. Was the lesson taught appropriately for the students' grade level?
☐ **Yes** ☐ **No**
2. Were the students already familiar with the information that was presented during this lesson?
☐ **Yes** ☐ **No**
3. Did the students appear to be interested and engaged in the lesson?
☐ **Yes** ☐ **No**
4. Were the teaching methods used by the presenters during this lesson effective?
☐ **Yes** ☐ **No**
5. Were the presenters professional in their dress, demeanor, and conduct?
☐ **Yes** ☐ **No**
6. Did the students learn anything new from the lesson?
☐ **Yes** ☐ **No**
7. Was the lesson presented to the students in a manner that was clear and easily understood?
☐ **Yes** ☐ **No**
8. Would you be willing to use this lesson plan in the future?
☐ **Yes** ☐ **No**

Comments/Suggestions _____



Course Example 1: Presentation Criteria and Score Sheet

English 105: Composition II Group Presentation Guidelines

Group Members: _____

Title of Book: _____

Grade Level: _____

Presentation Date: _____

- Group presentations will be based on the service learning projects that students have been working on during the course of the semester.
- Presentations must be thorough and cover the exact format that was used in the actual classroom setting of the approved academic program.
- Students are required to dress appropriately in business casual attire for the presentation. Those groups who are not dressed appropriately will be penalized with point deductions.
- Students must present the projects in a manner which demonstrates that they are comfortable and familiar with the information being presented. Groups will actually be teaching a lesson.
- Each group must hand in their service-learning binders which must include the lesson plans, lesson plan survey, worksheets, activities, and any other components used during the lesson



plans. These binders must be neat but colorful, eye-catching, engaging, and creative. Keep in mind that these lessons are designed for Pre-k through elementary school students, so decorate your binders accordingly.

Evaluation Criteria

Appropriateness for Grade Level

2 4 6 8 10

Strength and Clarity of Lesson Plan

2 4 6 8 10

Realistic and Obtainable Lesson Objectives

2 4 6 8 10

Inclusive of Academic and Moral/Social Lesson

2 4 6 8 10

Quality of Assignments and Activities

2 4 6 8 10

Creativity in Presentation

2 4 6 8 10

Quality of Presentation

2 4 6 8 10



Group Appearance/Decorum

2 4 6 8 10

Appearance of Lesson Plan Binder

2 4 6 8 10

Lesson Plan Survey

2 4 6 8 10

**The service learning lesson plan and group presentation assignment are worth a maximum total of 100 points.*