

ENGL 121E: Composition Social Issues (Every Student College Bound)

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Overview

This course will be designed to engage English 121 (Introductory Composition) students in conversations about those factors which contribute to the academic success of college-bound students who are of low socio-economic status, who are first in their family to attend college, who are multilingual, or who have attended comparatively under-resourced schools.

I would be pleased if my students'™ service learning includes an opportunity to mentor/tutor students from local schools or organizations connected with the Road Map Project, whose motto, "Every student college bound," agrees with our class vision.

Role of Service-Learning in the Course

I would like to encourage my students to engage in after-school or in-class English and Math skill tutoring at schools and organizations connected with the Road Map Project. In addition, I would welcome opportunity for my students to connect with organizations that engage with college-preparatory mentoring activities"perhaps such activities as reading the application essay, encouraging students to meet deadlines for admission, and checking on their progress. If specific training or reading is necessary to participate in tutoring or mentoring, I am pleased to work with the organization and include this as part of student-service hours and course reading. I hope my flexibility as to the roles my students take in order to participate in our class vision will help them find opportunities to use their specific giftedness to encourage and support the academic success of the students they tutor or mentor.

Assignments Related to Service-Learning

In preparation for their service opportunities, my students will survey current pedagogical articles which deal with topics pertaining to student upward mobility such as the role of motivation and goals, self efficacy, attribution theory, self awareness, analysis of the forces that act for and against student progress, and study skills. I hope these studies will help build awareness in my students of the issues contributing to academic success and facilitate encouraging mentor/tutor-to-student conversations.

Drawing from the articles we read as part of our curriculum, other optional supplemental resources, and their field experiences, 121 students will write a major argument paper in a first assignment sequence and a major research paper in a second assignment sequence. In addition, students will write short responses to the articles they are reading or short reflections on their experiences in the field once per week. In the end, students will produce a portfolio, including four significantly revised papers, which gives evidence of their growth as service learners in addition to demonstrating their competency as writers.

I hope students will have opportunity to interview a staff member at the organization that facilitates their service and/or to participate in a training session. This experience will serve as a source for a research paper that will require students to submit multiple forms of evidence. In compliance with the University of Washington's™ public writing policies, student writing about their experience in service learning would only be made public with the consent of the organization to which the student refers.

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