Overview
English 298A (for any UW student) or English 498B (for English Majors) + English 491B = the Community Literacy Program (CLP).

CLP is an opportunity for students at any stage of their UW career and from any major or pre-major to combine on-campus learning with an internship putting their learning into practice working with students in a high needs public school. The diversity of student participants in one of the strengths of the Community Literacy Program. Students typically include English Majors taking CLP as a capstone as they complete their degrees, lower division students looking for an internship or a "C" or "W" credit or a way to test ideas about possible majors, and students majoring or minoring in Education-related fields (Early Childhood and Family Studies; Education, Communities and Organizations; Education, Learning and Society).

In English 298A/498B (5 credits, "C" or "W") students will meet twice weekly on campus (TuTh 10:30-12:20) in a writing-intensive seminar focused on building community, understanding equity and difference, working effectively with each other and with K-12 students, exploring central challenges and opportunities for transformative public education, and examining the role of mindfulness, compassion and emotional intelligence in learning. Students gain skill and confidence in using writing, discussion and presentation to develop and share your thinking, and to relate class and internship experience to your academic, personal, civic and career goals. The instructor provides feedback on drafts of major projects before you submit them for a grade, and a career-related writing assignment (including identifying and creating application materials for a job or internship) is taught in collaboration with the UW Career Center.

This program is entering its 27th year, and there is substantial evidence of the positive impact of Community Literacy Program on students' personal, academic, professional and civic lives. For more information and reflections from some CLP participants, see https://english.washington.edu/community-literacy-program.

For add codes and with questions: contact instructor Elizabeth Simmons-O'Neill, esoneill@uw.edu

Role of Service-Learning in the Course
In English 491B Internship (C/NC; 3 credits) students put what they learn on campus into action, volunteering (@4 hours a week, on a schedule they arrange based on the needs of our four partner public schools: Olympic Hills Elementary (K-5 classrooms); ELL classrooms at Franklin High School, and ELL and AVID classrooms at Kellogg Middle School and Shorecrest High School.

English 491B appears on students' transcripts as an internship, may be used toward the field work requirement or as an elective in the Education, Learning and Society (ELS) Minor, as an elective in both the Education, Communities and Organizations (ECO) Major and the Early Childhood and Family Studies (ECFS Major), and may count toward field work requirements in some other departments. English 491B also provides documentation of school-based experience needed for application to Teacher Education programs.

Assignments Related to Service-Learning
Assignments include ongoing critical reflection (service-learning journal, ethnographic notes); essays putting course readings in conversation with students' experience; a group "Teach-In" in which CLP students plan and implement a lesson in our classroom on campus; a research project in which students
define an individual line of inquiry bringing together experiential and academic research; and a final
"reflective/prospective" assignment sequence in which students write a reflective essay using Janet
Eyler’s model ("what? So what? now what?" = what did we do, why did it matter, and how will it impact
the future?). We also work in partnership with the UW Career Center on this final sequence on identifying
jobs or internships of interest to students and helping them write and revise cover letters and resumes
targeted to that position which include articulating what they’ve done through CLP.

While none of these assignments request students to interview school staff, they do often ask for time to
talk with teachers. I tell them to ask at least two weeks ahead of time if they’re going to request an
interview, and if more than one volunteer at a school would like to do an interview, to arrange for a single
group interview if possible.

I’m happy to answer any questions and welcome suggestions from students and partner school staff:
esoneill@uw.edu.