SLCC English Department Service-Learning

Reflections

SLCC Adopts Civic Engagement Learning Outcome

SLCC’s General Education Committee recently passed a Civic Engagement Learning Outcome (CELO) for the College. Assistant Provost David Hubert provided the following timeline:

During the 2016 legislative session President Huftalin joined the presidents of all other Utah System of Higher Education institutions to sign the Campus Compact’s Action Statement, which reaffirms SLCC’s commitment to being an engaged institution in our community. The Action Statement has been signed by over 350 college presidents around the country.

In support of the President’s commitment, she created a Civic Action Plan Team to come up with an Action Plan by Feb 2017. The team decided early on that they needed a more assessable version of our civic engagement learning outcome, and so that became a part of the Action Plan. The team wrote a draft, and then edited it in April with a larger group of faculty, staff and academic administrators.

The language was slightly refined by the Gen Ed Committee and passed unanimously on October 5th.

Civic Engagement Learning Outcome Statement

“Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—isues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.”

Alternative Fall Break 2017

Alternative Fall Break will be held October 12, 13, 14th. This year’s projects are:

• Addressing Food Insecurity through Community Based Food Systems.
• Refugee Resettlement Services and the International Rescue Committee: Local Service with an International Impact.

The pre-trip planning meetings for Alternative Fall Break service projects will be held on 10/2/2017 from 3:00 until 4:00pm and 10/9/2017 from 3:00 until 4:00pm in the Taylorsville Campus Student Center.

If you have any questions about Alternative Breaks please contact Brandon.Devlin@slcc.edu or call 801-957-4481 for more information.

“We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own”

- Cesar Chavez

About Reflections

Reflections is a newsletter for and about service-learning in English published twice a year by the SLCC English Department. We welcome submissions on students experiences, faculty perspectives, pedagogical insights, community partner engagement, civic involvement, staff profiles, and upcoming events.

Send photos or written submissions to estone@bruinmail.slcc.edu.
Editors: Elisa Stone and Clint Gardner

English Department Service-Learning Committee: Benjamin Solomon (Chair), Jason Roberts, Lisa Packer, Andrea Malouf, Lucy Smith, Elisa Stone, and Clint Gardner

Andrea Malouf Receives Utah Campus Compact Award

In April 2017, English Department Associate Professor Andrea Malouf was recognized by Utah Campus Compact with its Presidential Award for Community Engagement: Community Engaged Faculty Member for Salt Lake Community College. According to Utah Campus Compact, the award recognizes an individual who has “successfully incorporated community engaged teaching with demonstrable outcomes and/or conducted outstanding community engaged research.”

In 2007, according to Brandon Devlin, Service Leadership Coordinator for the Thayne Center, Andrea was acknowledged by the Thayne Center Director as the very first faculty to have levels or pathways built in for students that provide more choice and diversity of service. Devlin went on to note in her award nomination that Andrea later served for six years as the Director and two years as the associate director of the Community Writing Center; a nationally-recognized community-engaged center. The CWC’s work focused on writers who may not have the same opportunities or access to education as others; their programs existed in the county jails, youth resource center, YWCA, etc. After being Associate Director and the Director, Andrea assisted in the creation of the first “Alternative Break” weekend service project; this project is still going strong with other courses and is collaborative amongst disciplines. She is currently an Alternative Spring Break advisor and has collaborated with the Youth Resource Center and the Burrito Project. She is a Thayne Center Advisory Committee member and is also an Engaged Faculty Institute Trainer through Campus Compact, Service-Learning Professional Development Course co-instructor, and Co-coordinator of the Inclusivity Project on campus. Andrea currently volunteers with YRC, Burrito Project, MS Society, Utah Scholars and Girls Lead Our World/Peace Corps with Feminine Empowerment Bracelets for communities in Swaziland, Devlin concluded.

In accepting her award, Andrea stated that “I think it comes down to Maya Angelou’s ‘If you want don’t like something, change it.’ I don’t like that good people suffer from poverty, discrimination or the same access to resources and opportunities. I may not be able to change these issues, but good people suffer from poverty, discrimination or the same access to.

Upcoming Events

• English@SLCC—Wednesday, September 6 from 9:00 am to 1:00 pm. Come learn about Service-Learning in the SLCC English Department!
• Alternative Fall Break—October 12 to 14 (see feature article)
• English Department Service-Learning Committee Meeting—September 1 from 11:00 am to 12:00 pm (AAB 114)
• Community Partner/Service-Learning Speed Networking—October 3 from 1:00 pm to 2:30 pm in SCM 1-012 (South City Campus)
• Community Engagement Fairs—August 23 (Jordan), 24 (South City), 29 (Redwood), and 30 (West Valley)
Civically Engaged Comp Sequence

This fall seven English faculty will team up to teach a newly designated service-learning English 1010 and 2010 composition sequence, developed in partnership with the Stephanie Rokich of the United Way's Reading and Mentoring Program and Monica Rich of Catholic Community Services.

Created last year through a series of faculty and community partner workshops, the sequence is designed to offer a civically engaged, service-learning version of the Department's new Open Educational Resource curriculum, with an emphasis on threshold concepts as a framework both for writing instruction and for civic engagement in the classroom.

The sequence has the potential to benefit both faculty and students. For faculty on the team, it offers the opportunity to work closely with a network of service-learning practitioners and community partners, and for students it offers the chance for a deeper and more meaningful engagement with both their writing and their service. English 1010 students will be able to continue directly on to English 1010 with the same teacher and classmates, in addition to remaining with the same community partner for two semesters if they choose.

For English Faculty at large, the sequence represents an ongoing effort to integrate civically engaged teaching practices into our core composition sequence, whether or not they are taught with service-learning.

English Faculty Daniel Baird, Carla Davidson, Lisa Packer, Jason Roberts, Brenda Sieczkowski, Benjamin Solomon, and Tonja Vincent make up the team.

If you'd like to join them, share resources, or talk about civic engagement in your writing classes, contact Benjamin.Solomon@slcc.edu.

SJ@SLCC
by Benjamin Solomon, Assistant Professor

The Spring 2017 Social Justice @ SLCC Event Series was a semester-long collaboration between eight different SLCC classes in English, Sociology and the Humanities. Each class planned, organized and hosted a student-led event during the semester, sharing with the course community how their discipline or area of study responds to the exigencies of social justice and humanitarian causes. Students in the eight-class course community hosted events ranging from panel talks, workshops, guided discussions, film screenings, guest speakers, dramatic performances, poetry readings, poster presentations, mock trials and debates, dance recitals, and speeches.

The English Department extends thanks for to grants from SLCC's Arts and Cultural Events and the Office for Diversity and Multicultural Affairs, students in each class will have a $200 budget for their event.

In 2016, students in English 2640, Writing and Social Justice, hosted a series of 5 events including an interactive workshop on privilege and power, a social-justice "draw-in," a panel talk on issues of mass incarceration, and a showcase of student social justice projects.

Why build a course community around social justice? And what role does social justice play in education? Researchers at Pennsylvania State University studied the effects of social justice education on black high school students, following them to college and beyond. Atlantic writer Malinda Solomon, Brenda Sieczkowski, Benjamin Solomon, and Tonja Vincent make up the team.

If you'd like to join them, share resources, or talk about civic engagement in your writing classes, contact Benjamin.Solomon@slcc.edu.

The Things You do For Others
by Amen Koutoowao, Student in Jason Robert's English 1010

I decided to write this letter and share it with you my fellow students because I think it is worth it. My letter is about volunteering and its benefits. People, including myself have different opinions about the act of volunteering.

Long time ago the word “volunteer” didn’t mean anything for me. I don’t mean I didn’t know the meaning of the word, but I didn’t know how powerful it is. I used to tell myself life is about interest, nothing is free and there is no time to work as a volunteer; Either I work--it doesn’t matter where--and I get paid, or I don’t work and I don’t get paid. This was my strongest argument. According to research, however, volunteering can give you a better attitude. Volunteering gives many benefits such as: happiness increment, depression treatment, and self-confidence boost, said Elisabeth DeJenner in her article “Can I Volunteer” published in “Vibrant Life.” Another expert named Dr. Michael Craig Miller, assistant professor of psychiatry at Harvard Medical School!” says “Volunteering will help you feel connected to others and stave off loneliness and depression. It boosts your self-esteem and takes the focus off of your own problems.” She continues her thought by saying that volunteering is associated with lower blood pressure, greater well being, and a longer life. In our English 1010 class, the teacher required that we volunteer. I found that personally very useful when I’ve been volunteering. It gives me tons of benefits and I used that experience as my evidence to encourage my fellow student to do so as well.

First of all, students go to school for many reasons including financial. By financial, I mean one goes to school or works hard to gradually get a degree, get a better job and get good pay. Briefly, volunteering opens a lot of job opportunities, and many experts have testified of that. In the article titled “Harnessing the Therapeutic Power of Volunteering” the author JoAnn Grif Aalpach emphasized that there are greater odds (27%) of finding a job after being unemployed compared to those who do not volunteer; among those who lack a high school diploma, they have 51% greater odds of finding employment compared to those who do not volunteer; among those who live in rural areas, they have 55% greater odds of finding employment compared to those who do not volunteer. Another experience has shown that volunteering has very large social benefits. The fact that people volunteer with another diversity of people helps go through skills they already have, improved them and gain new skills. Beside those, volunteering has also a health benefits such as the fact to stay mentally and physically active, increased happiness, and reduced depression risk. Kalu Ndukwe Kalu, a Nigerian actor and writer said “the things you do for yourself are gone when you are gone, but the things you do for others remain as your legacy.”