

SERVICE-LEARNING PROJECT

GRAMBLING STATE UNIVERSITY
Catherine Bonner, Lecturer 1

Documenting our Stories—Documenting our Lives

Spring 2017	Freshman Composition 1	ENG 101-4 CRN 20993
	Freshman Composition 1	ENG 101-6 CRN 21188

Date Assigned: Wednesday, January 11, 2017

Date Due: No later than Wednesday, March 8, 2016 (midterm exam week)

Grambling State University has implemented Service-Learning as a General Education requirement. Before a student can matriculate from this university, he/she must complete at least 160 hours of service-learning activities. English 101 has been appointed a service-learning class. Thus, students who complete the Service-Learning activity in English 101 and who earn a C or above will receive 20 hours of Service-Learning credit. Should you have any specific questions or concerns about the program, please see Dr. Rory Bedford, Director of Service Learning, Jacob T. Stewart Hall (room 222), or a member of his staff.

Objectives of the Service-Learning Project

Application of classroom experience to community need

Exemplary community outreach

Overview: On March 3, 1990, approximately one year before his death, Professor Darwin T. Turner presented “The African-American Experience at the University of Iowa” speech at that university’s library’s exhibition. He concluded his speech with this charge:

As you return to your communities and your families after this evening of oral history and African-American exhibits in the library, I urge you to seek out the elders; open your ears and your tape-recorders to them; preserve their memories and your own in the archives of Black organizations and non-Black historical societies. Collect your history from those who have lived it; and, like Pilate in Toni Morrison’s novel *Song of Solomon* (1977), carry your history with you—so that you will never forget who you are and where you have been.

With this assignment, we accept that charge!

TASK 1: The Service-Learning English Project

Work with a senior member of your family or community to document his or her story. You must submit a typed copy of the interview to your instructor. Ask questions, as directed, about each of the six topics listed below. Beyond these six topics of the interview, allow the person being interviewed to share whatever information he/she wants to share.

1. HOME PLACES—ask at least 5 questions
2. PERSONAL DATA—ask at least 5 questions
3. MARRIAGE AND CHILDREN—ask at least 5 questions
4. EDUCATION—ask at least 5 questions
5. WORK—ask at least 5 questions
6. FAMILY LIFE Ask at least 5 questions in each area listed below: 50 questions total
 - Gatherings, Storytelling, and Traditions
 - Names and Name Changes
 - Racial Differences
 - The Family Bible
 - Family Documents

- Religious Affiliation
- Family Burials
- Military Service
- Civil Rights Activities
- Community Activities

Topics adapted from *How to Trace Your African American Roots*, Citadel Press (1998) by Barbara Thompson Howell

TASK 2: Manuscript Requirement of the Project: The Reflective Essay (Part 2 of 2)

Once you have completed the project, you must write a two-page (typed) reflective essay explaining (a) how the participants or community benefited from your service and (b) what you learned from having done the project. Submit the essay to me, and be sure to keep a copy for yourself. When writing the essay, use the following guidelines by the Office of Service Learning.

THE REFLECTION PAPER/REFLECTIVE ESSAY

A Reflection Paper Includes:

1. Both your **personal reactions** to the experience*, emotions you felt, what you worried or wondered about, what attracted or repelled you, your curiosity and a **disinterested report** of the experience, how you analyzed it, how it was similar to or different from things in your past experience:
 - Personal reactions—I felt like . . . I was worried that. . .
 - Disinterested report—I observed. . . I worked with a child who. . .
2. Specific connections between course concepts and the experience*
3. Use the language of the course to talk about what you felt and observed.
 - Apply concepts from the course to help you understand or interpret what you felt and observed.

Here are two formulas or outlines you may choose to follow:

1. Ask yourself three questions, What? So What? and Now What?

WHAT? Describe what you saw and felt; how the site looked, smelled, sounded; what you did

SO WHAT? Interpret what you say, etc. That is, what does it mean—to you personally and what does it mean in terms of concepts from the course?

NOW WHAT? This is an action step. It involves a critique of what you say and felt plus recommendations for what to do in light of your interpretations and critiques.
2. Use the acronym, E. D. I. T.

Experience	This is the experience* you participated in or behavior you performed.
Describe	Report in detail events you observed or participated in and feelings you experienced.
Interpret	What do the phenomena you reported <i>mean</i> to you personally and in terms of the course concepts?
Transfer	How can you apply those insights reported in the previous step—meaning, how can you apply them to the service site; or apply them in your intellectual, social, or spiritual life; or apply them to your personal conduct?

Format: Two pages maximum, double-spaced, #12 font, 1 inch margins