English Language Arts and Service Topic Bibliography

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English Language Arts and Service Topic Bibliography

By
Robin Vue-Benson
Rob Shumer, PhD

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Community service and service-learning projects represent a powerful forum for developing language and communication skills. Connections with the community reinvigorate language education while enhancing the civic awareness of students. The sources selected for this topic bibliography are intended to aid practitioners in thinking about and developing service activities in their classrooms, schools and communities. The first section contains references providing background information and conceptual frameworks useful in thinking broadly about the role of service in the English language arts. This is followed by items which feature description of service programs or information pertinent to program development. Records in each section are listed alphabetically by author. Basic information is given pertaining to primary author(s), title, year published, and availability. In addition, abstracts of varying length accompany each citation to give readers an idea of what's included.

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A goal of this topic bibliography is not only to provide interested practitioners with a list of citations but to aid in making the actual sources available in their full form for use. To this end, each record contains availability information which should enable everyone to locate and use the item.

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For the journal and serial articles listed in this topic bibliography, full source citations are provided in the "AVAIL." field. This information is sufficient for use in finding the article at your library or in requesting it through interlibrary loan. In addition, numerous private commercial article reprint services exist. The two major ones are provided by University Microfilms International (UMI) and UnCover (see your reference librarian for others). Which service, if any, an article is available from is indicated in the "AVAIL." field following the original source citation. We relied on information in the ERIC Current Index to Journals in Education to see if an article was available through UMI. The UnCover database was checked to see if UnCover provides reprints from the journal where the article originally appears. Further information can be obtained by calling or writing:

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1-800-521-0600 ext. 2888

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3801 E. Florida, Suite 200
Denver, CO 80210
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sos@carl.org
($10 per article plus copyright fees; or, Telnet to "database.carl.org" to place an order yourself and the cost is $8.50 plus copyright)
Section One: Background and Frameworks

AUTHOR: Cooper, Marilyn M.; Holzmann, Michael
TITLE: Writing As Social Action.
YEAR: 1989
AVAIL.: Boynton / Cook Publishers, Heinemann Educational Books, Inc., 70 Court Street, Portsmouth, NH 03801.
NOTES: 243 pages.
ABSTRACT: Understanding what writing is requires understanding its place as a social process. This assumption underlies this collection of essays. The contents are as follows: "The Ecology of Writing" (Cooper); "A Post-Freirean Model for Adult Literacy Education" (Holzmann); "Unhappy Consciousness in First-Year English: How to Figure Things Out for Yourself" (Cooper); "Evaluation in Adult Literacy Programs" (Holzmann); "Talking About Protocols" (Cooper & Holzmann); "Cohesion, Coherence, and Incoherence" (Cooper and Holzmann); "Context as Vehicle: Implications in Writing" (Cooper); "The Social Context of Literacy Education" (Holzmann); "Women's Way of Writing" (Cooper); "Nominal and Active Literacy" (Holzmann); "Community Based Organizations as Providers of Education Services" (Holzmann); "Educational Aspects of Civilian Volunteer Corps" (Holzmann); "Why Are We Talking About Discourse Communities? Or, Foundationalism Rears Its Ugly Head Once More" (Cooper); "Teaching is Remembering" (Holzmann). (NICSL)

AUTHOR: Hurlbert, C. Mark, Ed.; Totten, Samuel, Ed.
TITLE: Social Issues in the English Classroom.
YEAR: 1992
NOTES: 357p.
ABSTRACT: This book presents articles from 25 concerned teachers and professors explaining why and how they integrate inquiry into troubling social issues with the study of language and literature and make it the subject of discussion and writing-to-learn activities. The titles and authors of the 19 contributions to the book are: (1) "Educating for the Development of Social Consciousness and Social Responsibility" (Samuel Totten); (2) "Dismantling White/Male Supremacy" (Doris Davenport); (3) Dealing with Conflict: A Structured Cooperative Controversy Procedure" (Edythe Johnson Holubec and others); (4) "Cultivating Vision: The Believing Game" (Alan Shapiro); (5) "Learning To Be at Home: Oral Histories of a Black Community" (Carol Stumbo); (6) "Telecomputing and Social Action" (William Wright); (7) "Empowering the Voiceless To Preserve the Earth" (Daniel Zins); (8) "Writing in the Margins: A Lesbian- and Gay-Inclusive Course" (Ellen Louise Hart with Sarah-Hope Parmeter); (9) "Public School and University Companeros: Changing Lives" (Debbie Bell); (10) "Ethnographic Writing for Critical Consciousness" (James Thomas Zebroski and Nancy Mack); (11) "A Ghostly Chorus: AIDS in the English Classroom" (M. Daphne Kutzer); (12) "Breaking the Silence: Addressing Homophobia with 'The Color Purple'" (Vincent A. Lankewish); (13) "Using 'Native Son' to Explore Language and Stereotype" (Cecilia Rodriguez Milanes); (15) "I'm Not a Poor Slave: Student-Generated Curricula and Race Relations" (John Tassoni and Gail Tayko); (16) "Rumors of Change: The Classroom, Our Classrooms, and Big Business" (C. Mark Hurlbert and Michael Blitz); (17) "Ethical Guidelines for Writing Assignments" (Sandra Stotsky); (18) "Textual Authority and the Role of Teachers as Public Intellectuals" (Henry A. Giroux); and (19) "Teaching, Feminism, and Social Change" (Kathleen Weiler). (ERIC--ED 349574)
Civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1988, 184). It draws its content chiefly from four disciplines: political science, jurisprudence, history, and economics. Political science and jurisprudence provide an understanding of ideas, institutions, and procedures about law and government that protect individual rights and promote a government based on law, majority rule with minority rights, and the public good. The study of history gives us knowledge of our country's past, who we are as a people, and our successes and failures in realizing our country's political and legal ideals. And economics offers knowledge about how to use scarce resources to satisfy human needs and wants within a constitutional government based on the values of democracy and individual rights. However, language education, too, makes an important contribution to civic education. (Author)


Evidence suggests that programs in language education are not preparing students adequately for their roles as citizens. This collection of essays has two major purposes: to indicate some of the challenges that secondary and college-level teachers now face in developing in young Americans the moral framework for public discourse and public behavior in this country, and to suggest how these teachers might best address these challenges in the context of their regular academic programs. Each chapter focuses on the social, theoretical, pedagogical, and research issues in a particular area of the English language arts, and then suggests how a civic ethic can be enhanced in that area. The following chapters make up the content of the book: "The Decline of a Civic Ethic" (Sandra Stotsky); "Reading and Civic Literacy: Are We Literate Enough to Meet Our Civic Responsibilities?" (Jeanne S. Chall and Dorothy Henry); "Teaching Contemporary American Literature: A Professional Dilemma" (Sandra Stotsky with Hardy Beierl); "An Annotated Reading List for High School and College Teachers: Reclaiming Our Humanity in Twentieth-Century Literature" (John W. Cameron); "On Developing Independent Thinking and Responsible Writing: What We Can Learn from Studies of the Research Process" (Sandra Stotsky); "Teaching Academic Writing as Moral and Civic Thinking" (Sandra Stotsky); "Language Education and Civic Education: Recovering Past Traditions, Reassessing Contemporary Challenges: (Lisa Ede); "The Uses of Argument in Civic Education: A Philosophy and Practices for Our Time" (Richard Katula). (NICSL)


Describes Foxfire, a philosophy of education firmly grounded in principles of democratic, experiential education. Discusses how many who attempted to adopt the approach of the Foxfire books without its founding principles obtained traditional, teacher-oriented results. Describes Foxfire's educational practices and major aspects of the staff's work with other teachers. (ERIC--EJ 391610)
Section Two: Program Descriptions and Development

AUTHOR: Brandon, Wendy
TITLE: Bringing Social Responsibility Into the English Classroom.
YEAR: 1994
AVAIL.: Youth Service America, 1101 15th Street, Suite 200, NW, Washington, DC 20005.
ABSTRACT: Describes college "Writing as Social Reflection" advanced expository writing class. Students read fiction and nonfiction related to contemporary social problems and perform a minimum of twenty hours of community service. Students use formal papers, class discussions and journal writing to reflection on the themes of: "How do we move from intellectual analysis of moral and ethical social issues to a socially responsible life and, in addition to volunteering our time, what other concrete forms of social action are possible for us as individuals?" Excerpts from student journals demonstrate the kinds of learning which takes place in the course. (NICSL)

AUTHOR: Burke, Jim
TITLE: Tackling Society's Problems in English Class.
YEAR: 1993
AVAIL.: Educational Leadership v50 n7 p16-18 Apr 1993 (Reprint: UMI, UnCover)
ABSTRACT: An English teacher's impromptu unit on social problems gave students opportunity to develop writing skills while expanding concept of community. While gathering data on diminishing rain forests (chosen topic), discussing research in small groups or workshops, interviewing community members, sending letters to political representatives, plugging into environmental organizations, and typing final report, high school sophomores felt involved and empowered. (ERIC--EJ 461123)

TITLE: Community Service Projects and Communication Skills (The Round Table).
YEAR: 1991
ABSTRACT: Offers seven community service projects for secondary school students designed to improve communication skills and promote civic involvement. (ERIC--EJ 432533)

AUTHOR: Flores, Juan M.
TITLE: Barrio Folklore as a Basis for English Composition.
YEAR: 1989
AVAIL.: Equity and Excellence v24 n2 p72 Win 1989 (Reprint: UMI, UnCover)
ABSTRACT: Minority language students can be successfully taught to write through programs that validate the students' experiences and cultural heritage. Adopting an approach developed by Eliot Wiggington in the Foxfire project, a California educator teaches his Chicano students English composition by emphasizing the richness of family and community folklore and history. (ERIC--EJ 393175)
<table>
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<tr>
<th>AUTHOR</th>
<th>Gillis, Candida</th>
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<tbody>
<tr>
<td>TITLE</td>
<td>The Community as Classroom: Integrating School and Community Through Language Arts.</td>
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<tr>
<td>YEAR</td>
<td>1991</td>
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<tr>
<td>AVAIL.</td>
<td>Boynton / Cook Publishers, Heinemann Educational Books, Inc., 70 Court Street, Portsmouth, NH 03801.</td>
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<tr>
<td>NOTES</td>
<td>186 pages.</td>
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<td>ABSTRACT</td>
<td>This book takes the view that when students use language arts for the genuine purpose of interacting with their communities, they not only learn and strengthen those abilities but strengthen their identities as members of a larger society. Community study is the method offered for integrating the classroom and community. The approach outlined consists of five phases beginning with students discovering their attitudes toward the specific subject they are about to study. In the second phase, students examine where these attitudes come from. Phase three involves students in research both in and out of the classroom. More specific aspects of the subject are explored in phase four when students investigate situations that are less than ideal or uncover problems that are not yet solved. Following this deep investigation of community topics, the publication of the student's work or some other type of sharing with their wider community takes place in phase five. The purpose of publishing is to preserve and extend the knowledge developed by students over the course of the project. Most of the book is a collection of language arts-based activities designed for K-12 teachers illustrated by examples of intergenerational connections. Additional resources include lists of children's books and young adult fiction / nonfiction with themes of old age and/or significant older characters as well as sources of information on aging and aging education. (NICSL)</td>
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<tr>
<td>AUTHOR</td>
<td>Greco, Norma</td>
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<td>TITLE</td>
<td>Critical Literacy and Community Service: Reading and Writing the World.</td>
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<tr>
<td>YEAR</td>
<td>1992</td>
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<tr>
<td>AVAIL.</td>
<td>English Journal v81 n5 p83-85 Sep 1992</td>
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<tr>
<td>ABSTRACT</td>
<td>Describes how English teachers can help students to &quot;read&quot; their world and become responsible and responsive citizens through community service projects which structure opportunities for students to engage in literacy struggles in the real world. (ERIC--EJ 449807)</td>
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<tr>
<td>AUTHOR</td>
<td>Kiernan, Henry</td>
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<td>TITLE</td>
<td>Teaching Civic Identity and Civic Writing in the Information Age.</td>
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<tr>
<td>YEAR</td>
<td>1990</td>
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<tr>
<td>AVAIL.</td>
<td>EDRS: ED 348340 / PC01.</td>
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<td>NOTES</td>
<td>14p.</td>
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<td>ABSTRACT</td>
<td>Given the increasingly multi-ethnic school population and the lack of democratic political traditions in many students' cultural backgrounds, new ways to educate for citizenship are essential. The paper recommends developing multidisciplinary approaches to teaching civic identity and civic writing. It describes how a New Jersey school district introduced civic writing activities directly linked to local history and community issues, combining public and individual experiences with high school student commitment. The planning team agreed that the English, social studies, and science departments would work cooperatively to assess student research writing. They considered topics that would address ways to build a sense of community within the student body; ways to develop participatory and responsible civic behavior; and methods of teaching skills, values, and attitudes to prepare students for the future. The multidisciplinary themes they chose were environmental issues, local history, and multicultural studies and global issues. Besides completing question-driven research projects, students were encouraged to participate in local community service projects. The article offers nine recommendations to help transform the current research process that relies on thesis writing into a viable question-driven design. It suggests that combining academic discourse with community service provides the social and political glue to enhance students' personal development with civic responsibility. (ERIC--ED 348340)</td>
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AUTHOR: Limbert, Claudia A.
YEAR: 1992
AVAIL.: EDRS: ED 350620 / PC01
ABSTRACT: A writing course (adapted from Eliot Wigginton's "Foxfire" method) for college freshmen and sophomores is taught in a way that is not only important to the students concerned but to their community--a valley in the "rust belt" of Pennsylvania--as a whole. The course differs from the usual writing-in-the-social-sciences course in three ways: (1) students work with three historical topics that are closely tied to their locale; (2) the students use primary materials (diaries, letters, scrapbooks, quilts, original maps and drawings); and (3) the students view themselves as professional writer-editors and act accordingly. The course is taught each fall with editing in the spring and publication in the summer of an annual softcover compilation. Early in the course, students are taught how to conduct interviews. Classes deal with group editing of students' articles and grammar review. A few classes are devoted to viewing a series of films, followed by discussion. After the semester is over, articles to be published are selected by the instructor with the help of volunteer student editors. The course is successful--the community feels good about preserving local history, the students begin to value their community, and families are sometimes brought together as they share memories and family history. (A flyer describing the course, the syllabus, a student questionnaire, and a publication release form are attached.) (ED 350620)

AUTHOR: Newmann, Fred M.; And Others
YEAR: 1977
NOTES: 160p.
ABSTRACT: The objective of this one-year program is to help students develop competencies to exert influence in public affairs. Seven competencies, such as communication and social skills, are considered fundamental to an education in citizenship and civic responsibility. The program could be initiated at either the 11th or 12th grade, and includes the disciplines of English and social studies. Team-teaching is suggested. The six components of the program are: (1) a political-legal process course; (2) a communications course; (3) community service internship; (4) a citizen action project; (5) an action in literature course; (6) and a public message course. Field work, a vital part of the program, includes working for political candidates and for community organizations. Detailed explanations of the six components, evaluation methods, and techniques for winning community support are outlined in separate chapters. Addresses of publishers and distributors of relevant materials are listed in the appendix. (ERIC--ED 142448)

AUTHOR: Patchin, Sylvia Haisley
TITLE: Community Service for Five-Year-Olds (and Laughing All the Way).
YEAR: 1994
AVAIL.: Young Children v49 n2 p20-21 Jan 1994 (Reprint: UMI, UnCover)
ABSTRACT: Describes a kindergarten class project in which five-year-old children became community helpers by producing joke books and distributing these joke books to waiting rooms of medical facilities to be used by child patients. (ERIC--EJ 480007)

AUTHOR: Pettigrew, B. Joye
TITLE: Motivating Students to Write: Community Study.
YEAR: 1977
AVAIL.: EDRS: ED 145418 / PC01

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National Information Center for Service-Learning

ABSTRACT: This paper describes two activities used in a course that implemented the "Foxfire" approach for studying the local community of Rock Hill, South Carolina. The first activity, a unit on the family, encouraged discussion of students' families, presented poems exploring the details of family experience, and provided the opportunity for students to compose character sketches and poems. The second activity, based on students' interviews of old people at the local senior citizens' center, resulted in written compositions about the experience. Examples of students' poems and their written interviews with senior citizens are included. (ERIC--ED 145418)

AUTHOR: Scharle, Catherine M.
TITLE: The Lesson That Flew: A Political-Action Primer for Students.
YEAR: 1993
AVAIL.: English Journal v82 n7 p39-43 Nov 1993 (Reprint: UMI)
ABSTRACT: Describes the activities in a high school English class aimed at bringing attention through the media to a local political issue. Outlines how teachers can initiate students into acts of social and political activism by writing letters. Narrates how one teacher got students directly involved with a local sewage-treatment problem. Includes an annotated bibliography of sources. (ERIC--EJ 472475)

AUTHOR: Smelstor, Marjorie, Ed.
TITLE: A Guide to Using the Field Work Technique to Teach Writing.
YEAR: 1979
AVAIL.: EDRS: ED 177599 / PC02
NOTES: 48p.
ABSTRACT: This guide to teaching composition through fieldwork is the result of research on student writing similar to Eliot Wigginton's "Foxfire" magazine and other regional products. Following a review of the literature, a step-by-step guide to gathering support from both the school administration and the community for a fieldwork writing project is outlined, along with suggestions for evaluating the student writing that results from such a project. Lesson plans are presented for several writing projects at the elementary and secondary levels, and a sample interview technique is suggested. (ERIC--ED 177599)

AUTHOR: Smith, Douglas James
TITLE: Taking Language Arts to the Community.
YEAR: 1990
AVAIL.: Educational Leadership v47 n6 p74-75 Mar 1990 (Reprint: UMI)
ABSTRACT: Describes a high school English teacher's community outreach program and its "outsider in society" theme. The teacher matched reading assignments to appropriate community service ventures, ranging from puppet shows to public speaking engagements and work with Alzheimer's patients. Community interactions inspired students to polish and practice their English skills. (ERIC--EJ 405146)

AUTHOR: Stock, Thomas Allen
TITLE: A Multi-Disciplinary Project Using Community Service
AVAIL.: Pathways to Outdoor Communication v2 n1 p20-21 Spr 1992
ABSTRACT: Describes a project in which 135 seventh graders "adopted" a nearby park; cleaned up litter in it; and raised the consciousness of the community about the park and litter through news stories, signs, and a park guidebook. (ERIC--EJ 443525)
Williams, Carole


1993

English Journal v82 n7 p44-49 Nov 1993 (Reprint: UMI)

Describes one teacher's approach to teaching students how to write research papers by involving them in providing practical proposals to significant problems faced by their schools. Gives a step-by-step outline for producing the final research essay. (ERIC--EJ 472476)

Write to Change, Inc.

Writing For the Community.

1994

Write to Change, Inc., Clemson Writing in the Schools, 201 Strode Tower, Clemson University, Clemson, SC 29634-1503.

173 pages.

Writing for the community emphasizes literacy, action research, and "real world" writing and publishing. Writing for the community projects involve students in the experience of preparing informative, clear writing for real readers who need the information. This requires them to work together and with outsiders, make and stick to schedules, meet deadlines, and produce something of value to themselves and their community. Following introductory and background information, a substantial portion of the guide gives examples of reports and proposals from a variety of writing for the community projects. A final section contains materials useful in guiding the writing process and using word processing programs. (NICSL)
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