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Increasing Basic Writers' Thinking About and Understanding of Literacy Through Literacy-based Service-learning

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requirements for the degree Doctor of Education

by

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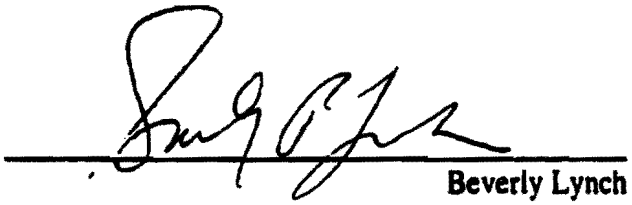

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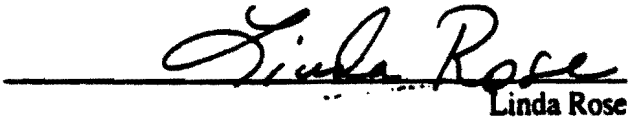

Linda Rose

Mike Rose, Committee Co-chair

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For my father, Robert N. Gates, who once took my mother's vacuum cleaner to the cherry tree in our back yard, sure that he'd discovered a new and inventive way to "pick" cherries.

For my mother, Antienna Gates, who believed vacuums should be repaired, not replaced.

I learned about Action Research at an early age.

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God has granted me the serenity, courage and wisdom to complete this project. I just did the next indicated thing.

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ABSTRACT OF THE DISSERTATION

Increasing Basic Writers' Thinking About and Understanding of Literacy

Through Literacy-based Service-learning

by

Suzanne Dena Gates

Doctor of Education

University of California, Los Angeles, 2001

Professor Mike Rose, Co-Chair

Professor James Trent, Co-Chair

This project aligned a community college basic writing class with student-performed community service that was specifically literacy-based. The sample consisted of two writing classes, with data collected through an eighteen-week semester. The study was conducted according to qualitative methods and thus allowed for a close look at students' thinking about and understanding of literacy, and how changes in students' thinking about literacy reflected in their class experiences. One basic writing class was designated the service-learning class; the other basic writing class was designated the comparison class. Both classes shared the same instructor, texts, in-class activities and writing prompts. The service-learning class students, in addition, engaged in ten hours of

community service by tutoring reading to a low-level English as a Second Language (ESL) reading class. Student tutors then reflected upon and discussed their service. Student tutors received four hours of in-class tutor training, and had previously read the same novel that they subsequently tutored to ESL students.

The unit of analysis was the documentable change throughout the semester in students' thinking about and understanding of literacy. Analysis of data revealed a substantial increase in students' thinking about literacy, enhanced understanding of literacy issues, and an increase in students' collaborative effort. This study establishes a model program by which other basic writing instructors can develop course-appropriate basic writing service-learning components.

CHAPTER ONE

Defining the Problem

This study began out of necessity. I was a new full-time English instructor teaching my first semester at a large urban community college in Southern California, and I was scared. My first semester as a tenure-track instructor, and I'd been given two classes that other full-time faculty had turned down. The students in these classes represented the largest academic group on campus, yet the writing courses they tested into were taught primarily by adjunct faculty. I'd taught freshman composition before, but not this kind of class—not the remedial students.

I was overwhelmed from the minute I walked in the room. My journal entry of September 2, 1999 gives a clear view of what I thought I faced:

> I'm still not sure what's expected of me professionally. I do know that for all my big talk in my interviews about diversity and open enrollment systems I'm not used to the population I'm teaching. The students don't scare me like they did the first two weeks, but I still find myself having to use high school discipline techniques (or at least wishing I knew some) in the classroom. And they write badly. And I don't know how to help them learn to write well. What could I do that a succession of past English teachers haven't been able to accomplish? I was reading the Hippocratic quote—"first, do no harm." I don't think I could do much harm here. Most of the students can't locate a verb in a simple sentence. But how do I teach to these people?

The fact that I felt the need for discipline in the classroom underscores the fear I carried into my teaching. Yet, I had given myself a challenge—how do I teach to these

people? I wanted not just textbooks but a way that I could share my love of reading and writing with my students. I did not see at the time that by characterizing my students as "these people" I was already creating a chasm that was too wide to bridge. The problem seemed to be complicated by the fact that I felt like an outsider myself on a very large, very busy campus:

> I'm discouraged about teaching, and it's only the fourth week. I don't know much about this campus except how to drive to and from, and I'm having trouble feeling a part of the campus, much less the community. The guys in the offices next to me make comments about the "new hire" and about tenure—just what I need to hear. They also want to know what I'm doing, teaching all these developmental courses. They're the courses no one wants to teach—and I admit, in the back of my mind I'm thinking that my end-of-semester student evaluations will be crappy because I haven't CHANGED THEIR LIVES. Put that in caps. Changed their lives. I don't even know if I can affect their writing, much less their lives.

At that point, I knew next to nothing about basic writing research or pedagogy, not to mention teacher research or service-learning. My personal view was that I'd been thrown into a raging fire, and my pride (not to mention my body) was pretty badly burned. My students were labeled "remedial" by the college, its faculty and its community, and to me that meant I might fix whatever was "wrong" with their writing and reading. I fluctuated between calling the students "remedial," "developmental" or even "predevelopmental." Although I didn't really have a definition for any of those

terms, just the fact that I could label the students made me feel as if I had a bit of power over the teaching and learning situation.

I began my teaching at City Community College, and subsequently this study, with the assumption that my problem was twofold. First, I had problem students who could not write. Second, I had a new position that demanded I "prove" my worth in the eyes of my colleagues. My solution was simple: I could address the second problem by "solving" the first. I held one small light out in front of me: I had been reading Bolman and Deal's (1997) Reframing Organizations. I thought that if I could "reframe," or restructure, my own situation, I might become a stronger teacher. In the meantime, my students would benefit from any knowledge that I gained. With that in mind, I set forth:

> I ordered two books from the National Council of Teachers of English—one on writing and violence, and one on a concept new to me—service learning. Can't wait to get that one. The concept, as I vaguely understand it, is to link writing with service to the immediate community. I don't yet know how that works, but I'm assuming students will do some type of volunteer work and then use that experience as a basis for writing. I'm intrigued by the idea—it goes to the heart of my reframing, and even though it may not be right for my predevelopmental students, the idea is fresh and exciting.

I thought my students lacked adequate ties to the campus and its community. I also wondered about their extracurricular activities, as can be seen from the title of the other book I ordered. My uneasiness around my students was profound. Yet, I was the one who needed connection with my new job and surroundings.

At first the pedagogy of service-learning provided for me a way to learn more about my students and about their community. Eventually I began to look specifically at what service-learning might accomplish in a basic writing class, and how the pedagogy could best benefit my students instead of myself. I saw that service-learning could be used as a springboard for writing, and as the basis of class discussions that focused on shared experiences. I also saw in service-learning a way to talk about writing as an essential component of college literacy. Through active participation in, and discussion of, significant and timely literacy issues, students might challenge their own ideas about literacy.

I was assisted in this endeavor by my reading of Mike Rose's (1985/1997) essay on the contextual implications of basic writing history within institutions. I found that I had placed myself squarely in the middle of a linguistic struggle that very much had to do with academic and administrative perceptions of basic writers' literacy. On one side of the struggle were my students, as varied and individual as other college students on the campus. On the other side of this struggle was the institution's tendency (and my own tendency) to view remedial classes as inferior and deficient. Through my research on basic writing and on service-learning, and by questioning my own perceptions about basic writers, I worked to lessen the struggle.

Thus began my own adventure in learning the discipline of basic writing and the possibilities of joining basic writing with the pedagogy of service-learning. The journey from that moment to this one is chronicled in the following study.

The Study

Service-learning is a young, innovative pedagogy that incorporates community service into the class experience. Service-learning is not the same as performing community service; the critical difference is that as a pedagogy service-learning contains a necessary component of reflection (Jacoby, 1996). Students complete community service chosen specifically for the class discipline, and then reflect upon that service in group and individual assignments, including essays and journals.

This project aligned a basic writing class with student-performed community service that was specifically literacy-based. I refer to this innovation as "literacy-based service-learning" because the service site was chosen specifically for the site's literacy needs. Basic writing students then engaged in community service that enhanced or advanced literacy; examples outside of this study might include reading to children; correcting elementary students' essays; or tutoring grammar to foreign students. Because basic writing students are at various low skill levels themselves, they must be matched up with a service experience at a literacy and writing level lower than their own current level. In the current study, basic writing students tutored reading to a low-level English as a Second Language (ESL) reading class.

The sample was small (two writing classes), with data collected through an eighteen-week semester, and thus allowed for a closer look at students' perceptions and attitudes toward the class and toward writing. I sought to present a complex, holistic picture that would help me construct a perspective of students' thinking about and understanding literacy, and how changes in students' thinking about literacy reflected in

their class experiences. The majority of the study was conducted according to qualitative methods. A qualitative approach involved close interaction between the students and me, thereby enabling the students' perspectives and emotions to emerge rather than my sole point of view. A qualitative approach thus allowed for unknown variables to emerge, as well as recurring themes and patterns, a particularly relevant tactic as service-learning is a young pedagogy and there is little extant research on service-learning and its effects on basic writers.

The unit of analysis was the documentable change throughout the semester in students' thinking about and understanding literacy.

I sought to establish a model program by which other basic writing instructors can develop course-appropriate basic writing service-learning components. I discuss the usefulness of such a model subsequently in the Methodology chapter.

CHAPTER TWO

Review of the Literature

This study focused on the impact of a literacy-based service-learning component in a community college basic writing class. I will discuss the extant literature in the areas of basic writing and of service-learning, and then focus my discussion on where this study locates in the body of research connecting service-learning with composition studies. Finally, having provided solid groundwork for the current study, I outline the research questions I sought to answer.

I place my discussion of basic writing research first. My organizational logic is derived from, and parallels, my experiences in the classroom: First, I was assigned by my campus administration to teach "remedial" classes; then, I struggled with the conflicts I saw developing among my students, the course material, and me. Only my inability to resolve these course-related conflicts led me to discover service-learning, and within that pedagogy, to examine how service-learning has been incorporated into writing classes. Finally, I discovered the paucity of research aligning service-learning with basic writing courses. Organizing my literature review in this fashion allowed me to conceptualize honestly how one basic writing instructor discovered her place in the discipline, and in Mina Shaughnessy's (1976/1997) terms, "dived in" to the challenge of teaching basic writing.

Political Implications and Terminology in Basic Writing

Perhaps the most consistent aspect of basic writing has been the insistence by campus and political institutions to define basic writers as both transitory and deficient. Rose (1985/1997) discusses the history and implications of the language we use to describe basic writers; historically, basic writing has been viewed from the perspective of a medical model. Seen through a medical framework, basic writers are "remedial"—that is, there is a deficiency that, if located (or diagnosed) in the writer or the writing, can be remediated (healed, fixed). The remedial model made sense to a public at odds with why and how writers could exist in college while still writing at a below-college level, and the metaphor stuck. If basic writing was remedial, then it followed that once the writing and writers were "fixed," basic writing classes would no longer be necessary. Thus, institutions and state legislatures resisted funding and institutionalizing developmental program designs. Basic writing courses, often underfunded and lacking institutional support, were relegated to constant change in number of classes offered, curriculum, and assigned faculty.

Further, administrative decision-making has not taken into account the long history of basic writing in higher education. The first freshman writing class was offered at Harvard in 1874 as a reaction to the low writing skills displayed by juniors and seniors (Rose, 1985/1997). Since then, each era in a campus's history has tended to view remediation as a new and current problem which, if fixed, will dissolve (Rose, 1985/1997). Such is the institutional and political short-sightedness within which basic writing research has struggled to define itself.

California's response to basic writing is typical and engages in the medical remediation model, as the current debate at the California State University shows. Over the past five years, enrollment in basic writing courses (those writing courses listed below the transferable freshman composition course level) has grown significantly at California's community colleges and California State University (CSU) system. Forty-six percent of all CSU entering freshmen require basic writing skills before they are able to continue writing classes at a college level (The California State University [CSU], 2000a). In fact, at California State University, Dominguez Hills (CSUDH), the Fall, 1999 rate of entering freshmen requiring what CSU terms "remedial English" was 77% (2000b). These statistics, released by the CSU Chancellor's Office, make startlingly clear the sheer size of the population that CSU feels must be "remediated" if these students are to continue on in California higher education.

Regardless of statistics, basic writing curricula has been influenced and guided not by the needs of students but by wider political trends. This fact is evident in the current CSU system, and elsewhere in the country. The problem of "remediation" is not endemic just to California; nationwide, two-year and four-year college systems struggle with the dilemma of how to "remediate" and incorporate basic writers into the college community. Lately some colleges either are completely shifting basic writing courses to area community colleges or strengthening their resolve to offer fewer basic writing courses (Wallace, 1995a, 1995b, 1995c). The result is a widening gap between the higher education students who need basic skills, and an effective method of addressing these needs.

The dilemma is made more complex by the fact that even within the basic writing discipline, scholars and teachers are not quite sure how to define "basic writing" and what, precisely, constitutes a "basic writer." In the midst of this confusion, colleges seem at odds with the population testing into basic writing courses.

Basic writing course offerings are subject to shifts in political administrations and public response, a trend that has led toward varying policy changes over the years. In the 1970s, when the political tide had shifted toward an open admissions policy, Mina Shaughnessy stepped forward at City University of New York to claim basic writing as an institutional necessity, worthy of its own history and discipline. Shaughnessy (1976/1997) outlines the process by which she sees basic writing instructors finding they need to change focus from what is wrong with students (a deficiency model) to how we can teach them. She describes four metaphorical stages basic writing instructors pass through, from "Guarding the tower" (p. 290) of the academy, through immersion in the various difficulties presented by both basic writers and their instructors, to "Diving in" (p. 295). This final metaphor involves a process where the basic writing instructor acknowledges that teaching a basic writing class demands she become a student herself, learning different disciplines and ways of engaging with course material. A critical component of passing through these stages, argues Shaughnessy, is recognizing the importance of developmental teaching.

Decades later, basic writing is indeed regarded as a discipline, with its own professional journals and specialists. Yet, even the establishment of basic writing as a discipline carries with it contention. Bartholomae (1993) discusses the institutional place

basic writing has come to possess, and his concern that this place has codified itself—formed itself, not based upon the basic writers themselves but upon basic writing instructors' "expression of our founding desires to find, know, and help (to construct, theorize, and preserve) basic writers" (p. 18). That is, in our desire to help basic writers, we are enforcing their existence. Even an acceptance of the term "basic writing" moves the enterprise of basic writing instruction away from the problematic and intrinsically edgy (and, says Bartholomae, essential) discussion surrounding the definition and implications of the term.

Bartholomae's concerns may not yet have been realized, but instructors and researchers are listening. Harrington and Adler-Kassner (1998) review the current political storm surrounding the teaching of basic writing. They assert that it is essential to review our definitions of what basic writing is, and how we define our students as basic writers. They suggest that future research base itself not in political debate but in the rich contextual tradition of cognitive and cultural research.

To this end, a special Spring 2000 issue of the Journal of Basic Writing (JBW) reflects on the present and future standing of basic writing as a discipline. Diverging thought from scholars and practitioners includes, on one end of the continuum, Lu and Horner's (2000) argument for continued and expanded research that centers on basic writers and their experiences. On the other end of the continuum, Ira Shor (2000) asserts that, among other institutional quirks, basic writing courses are often no-credit, but still require students to pay tuition. Basic writers should be mainstreamed into freshman composition courses, says Shor, and provided with appropriate support services.

As shown in the recent special issue of JBW and by the current CSU decisions to severely restrict basic writing class offerings (Wallace, 1995a, 1995b, 1995c), the ongoing debate concerning basic writing is very much alive.

Basic Writing Concerns and Strategies

The academic dialogue students in college are expected to learn and assume is often a difficult task, and has its political dimensions as well. Within academic dialogue, students are expected to write for particular audiences, using specialized knowledge and language they must approximate. Bartholomae (1985/1997) increased instructors' understanding that audience awareness is a complex issue; in order to write for a particular reader, the writer needs to have special knowledge of the terms of discourse involved in the subject matter. It is not simply an issue of being reader-centered, but of a writer having to invent some aspect of the university every time she writes for college. Bartholomae's argument is to the point:

> The student, in effect, has to assume privilege without having any. And since students assume privilege by locating themselves within the discourse of a particular community—within a set of specifically acceptable gestures and commonplaces—learning, at least as it is defined in the liberal arts curriculum, becomes more a matter of imitation or parody than a matter of invention and discovery. (p. 598)

Research in composition theory shows the need to provide students with real contexts for writing (Adler, 1996; Heilker, 1997; Owen, 1991). Underprepared students

may have increased motivation to write when what they are writing for—either purpose or audience—is real and contextualized within the course content. How this contextualization is accomplished, however, varies widely among practitioners, and results vary as well, corresponding to the particular backgrounds and preparation of students; appropriateness of contextualization; and method of instruction.

Instructors have attempted to provide students with reading and writing material that taps into students' already-established expertise, including incorporation into the curriculum of multicultural texts. Recent writing texts and classroom materials have addressed the wide cultural diversity of the basic writing classroom; yet, one problem inherent in a multicultural text is exactly the fact that both the text and the classroom are diverse. It is difficult to assess the effectiveness of a specific culturally-referenced text on students whose cultures and backgrounds differ from those in the chosen text. The diversity of the classroom itself may be a more challenging and invigorating topic. DiPardo (1993) takes an ethnographic look at the complexities of diversity within a peer-teaching component of a basic writing program. DiPardo examines the use of students' internal and emerging conflicts, which she characterizes as "tensions" (p. 10). These tensions may serve as starting points for a critical look—by both instructors and students—at how diversity informs context in the classroom, campus and community.

Conflicts already exist in the classroom, and DiPardo (1993) argues for tapping into these existing conflicts and integrating them into course curriculum. In order to work with these inherent tensions and discuss or write about them in a meaningful way, students must take responsibility for their perspectives and opinions. In fact, student self-responsibility is a growing concern within the basic writing classroom. Shor (1986)

discusses the need for—and the challenge inherent in—students taking responsibility for their own education by helping to construct curriculum in a dialogue between students and instructor. The implications of co-created curriculum, however, may only be as valid to the student as the instructor allows. The instructor is in the position of power, and may reconstruct the same class dynamic even though the assumption is one of shared curriculum creation. Bartholomae (1993) might see this interaction as one more way of an instructor "codifying" the need for basic writing's continued existence in college. Through co-creation of curricula, the basic writing placement of students not only is reinforced, but also is reinforced by the students themselves.

Yet, student self-responsibility is an important concern. As a way of increasing student self-responsibility, O'Neill (1998) and others have discussed the importance of incorporating reflection and self-assessment practices into the writing classroom. Such exercises allow the student time for critical thought and provide direct connection in the classroom between writing and context.

And isn't writing what it's all about? As seen above, so many variables confound the basic writing classroom that it isn't surprising to see these issues cloud the writing process and product. For instance, writing samples produced by basic writers are often used as placement tools, and although many basic writers do show increased sentence-level errors, the situation is much more complex than counting surface errors in a placement test. Bartholomae (1985/1997) writes:

> Students are placed in courses because their placement essays show a high frequency of...[sentence-level] errors, and those courses are designed with the goal of making those errors go away. This approach to the problems of the basic

writer ignores the degree to which error is less often a constant feature than a marker in the development of a writer. (p. 612)

Perl (1979/1997) argues that writing occurs in a recursive manner; that is, basic writers move back and forth between stages of the composing process. Perl's study, the first to code and measure effectively basic writers in process, shows that the editing stage of writing is intrusive and disruptive. Basic writers often attempt to edit their writing before ideas are on paper. An understanding of this recursive process may help basic writing instructors when responding to student writing.

Student writing processes are but one variable, and instructors may be hard-pressed to address all the concerns presented in the basic writing classroom. The debate remains: How do we organize a basic writing course? Bizzell (1982/1997a) argues for an alternative to the popular multicultural or historically centered curriculum:

> I am suggesting that we organize English studies not in terms of literary or chronological periods, nor essentialized racial or gender categories, but rather in terms of historically defined contact zones, moments when different groups within the society contend for the power to interpret what is going on. (p. 739)

Actual content of the "contact zones" would differ depending on the students, the campus and community, and the discipline under discussion. In fact, a current outward-reaching pedagogical model moves the act of teaching writing in specific disciplines into the class within that discipline. Writing-Across-the-Curriculum (WAC) programs seek to encourage and expand such outward models, where students are learning the discourse of a particular community at the same time they are learning to write (Bizzell, 1994/1997b).

Looking at WAC from Bartholomae's (1985/1997) construct of students continually reinventing the university, WAC engages students in writing academic discourse within their current area of study. Although WAC programs have become popular in some areas, they have by no means become institutionalized across the country, and they do not necessarily involve basic writers.

Overview of Service-learning Research

The difficulties inherent in teaching basic writing courses seem to invite innovative pedagogies as a way to confront and resolve curricular dilemmas. Service-learning, the pedagogical approach which engages students in planned community service and then reflection upon that service through course activities, is by no means the answer to any ongoing basic writing concerns. It may, however, be an effective pedagogy for basic writers and has been underutilized in basic writing courses.

Service-learning is a relatively new pedagogy, generally acknowledged to have developed out of the field of experiential learning popular in the 1960s, which encouraged students to learn from direct experience—often in particular service settings within a community (Sheckley & Keeton, 1997). The service-learning field, as an entity, is now ten years old and is still undergoing definition of terms, including just exactly what service-learning is. Sheckley & Keeton (1997) state that "'service-learning' can be loosely defined as an educational activity, program, or curriculum that seeks to promote students' learning through experiences associated with volunteerism or community service" (p. 32). They discuss the fact that until recently, most research on service-

learning relied on anecdotal stories, and the little hard data available was obtained through program evaluation. The field is developing a body of research literature, including larger research-based studies, but still some of the most significant findings in service-learning have come from evaluative studies.

With the publication of findings from the exhaustive evaluation of the federal service program Learn and Serve America, Higher Education (Gray, Ondaatje, Fricker, Geschwind, Goldman, Kazanoff, Robyn, Sundt, Vogelgesang, & Klein, 1999), researchers and practitioners have available to them a wide array of information on how service-learning might be more effectively incorporated into the classroom and the campus. Learn and Serve America, Higher Education is an initiative sponsored through the Corporation for National and Community Service (CNS), established by the National and Community Service Trust Act of 1993. It serves to link higher education students with service opportunities in students' communities for the purpose of addressing community needs and encouraging students' civic responsibility. The findings of this evaluation address directly the concerns of service-learning critics who worry that service participation weakens higher education curricula by lessening the academic time and quality of students' college experiences.

As Learn and Serve America is a primary funding source for service-learning opportunities, the findings from this evaluation are significant and far-reaching. In determining the impact of service on student participants, evaluators surveyed a sample of 725 service-learning participants and 597 comparison students, for a total sample of 1,300 students. Results show that service-learning courses are as academically rigorous

as non-service-learning courses. In addition, students who participated in service-learning courses ranked their courses more highly and demonstrated more satisfaction with the courses than the comparison students. Students also reported that when the service was explicitly linked to course content, they experienced stronger effects on their own development. Although basic writing classes officially were not included in the sample, the sample size is large enough to generalize results to specialty courses. Until further research with basic writers and service-learning is completed, the Learn and Serve America evaluation is a helpful indicator of service-learning results.

One negative finding of the Gray et al. (1999) study bears closer examination: Comparison students received higher scores than service-learning, *except* where students were involved in more than 20 hours of course-contextualized service. Incorporating 20 hours of service into a course outline may be difficult for many courses, and basic writing courses were not included in this study. Transferring findings from this study to a basic writing class is problematic; yet, this finding calls attention to the need for direct linkage of site placement to course content, and for pedagogical strategies, such as reflective journals, that integrate a student's service into the ongoing discussion of the class.

Astin and Sax (1998) recently completed a significant study documenting the effects of community service on undergraduate students. The results show important contributions to student and academic development, and civic responsibility from participating in service. Data were acquired through document mining and surveying of 3,450 students from 42 higher-education institutions with federally-funded community service programs. The authors report high correlation between service participation and

increased commitment to helping others, and perhaps most encouraging is the high correlation between service participation and academic development. The authors relate a general concern that service takes valuable academic time away from students, and then challenge this concern with evidence:

> seven of 10 outcomes were positively influenced by at least two different types of service participation, and all but 4 outcomes were positively influenced by three or more types of service participation. Clearly, undergraduate service participation serves to enhance academic development. (p. 257)

One important finding of this study is that education-related service, rather than any other service, had the most impact on academic outcomes.

The findings of Astin and Sax (1998) may have particular relevance within state or community colleges, where the college mission often includes community outreach. Gillett-Karam (1996) outlines the historical and philosophical roots of community colleges, and connects these beginnings to civic and social action. Gillett-Karam says that community colleges historically respond to change and growth in society, and so are an appropriate place to center community-based programming (CBP). The CBP model put forth by the author in this article places community colleges firmly in the center, putting responsibility on them for forming and nourishing community-based partnerships.

The appropriateness of centering an academic program within a community site or agency, then, partially depends upon the particular mission and community of the institution. Even within an appropriate setting, educational concerns are paramount and must be considered in order to transform the educational experience for students.

Zlotkowski (1998) contextualizes service-learning as a pedagogy, placing it within the ever-changing educational paradigm. He states that service-learning can provide transformation within educational programming, provided three key elements to successfully integrating service-learning into the classroom and campus are successfully met. These elements include relevance to the higher education institution; maintenance of academic integrity within classroom pedagogy and campus standards; and faculty involvement and support.

High academic standards have been essential in service-learning pedagogy. One concern expressed by detractors is that service-learning courses are less academically rigorous than other courses (Gray et al., 1999). Mintz and Hesser (1996) discuss the need for a set criteria of good practice guidelines when incorporating service-learning into class curricula. They provide an overview of best-practice criteria that has been applied to service-learning courses throughout its ten-year history, beginning with Sigmon's (1979) three experiential-learning principles:

- Those being served control the service(s) provided;
- Those being served become better able to serve and be served by their own actions; and
- Those who serve also are learners and have significant control over what is expected to be learned (p. 10).

Most subsequent principles, say Mintz and Hesser (1996), find their origins in these three guiding benchmarks. Academic criteria have been added over the years; Mintz and

Hesser (1996) outline and discuss the significance of Jeffrey Howard's (1993) academic principles for integrating service-learning into a course. They are:

- Academic credit is for learning, not for service.
- Do not compromise academic rigor.
- Set learning goals for students.
- Establish criteria for the selection of community service placements.
- Provide educationally-sound mechanisms to harvest the community learning.
- Provide supports for students to learn how to harvest the community learning.
- Minimize the distinction between the student's community learning role and the classroom learning role.
- Re-think the faculty instructional role.
- Be prepared for uncertainty and variation in student learning outcomes.
- Maximize the community responsibility orientation of the course (pp. 5-9).

These principles, and others discussed by Mintz and Hesser (1996), have established high standards for academic rigor within service-learning classrooms, and enforce the importance of student interaction, site contextuality, and instructor involvement in the students' learning and development. Many service-learning researchers and practitioners cite Kolb's (1984) paradigm of experiential learning and its effect on student development, wherein students use reflection to transform concrete experiences into a pathway toward learning and developmental growth.

Sheckley and Keeton (1997) begin by discussing Kolb's (1984) learning cycle, and within this context they review theoretical models of service-learning pedagogy,

reflecting on ways service interacts with instructor and students in a class setting and over the course of a term or semester. They then present a pedagogical model that moves students through the rudimentary effects of service toward an integrated, reflexive experience in which students and instructor work together to engage in their service in varying ways and assess outcomes of these engagements. Specifically, the authors classify effects of service engagement into "the conduit effect" (p. 40), when student expectations match the service experience and little, if any, reflection occurs; "the accordion effect" (p. 44), where students are confronted with unexpected situations within their service experiences, and through reflection, they are called upon to expand, in accordion-fashion, their previous expectations; and "the cultural effect" (p. 45), where students' service experiences are bounded by the impact of prevalent cultural beliefs. The authors propose that a successful pedagogical service-learning model must address the cultural effect while moving students from the conduit to the accordion effect.

In order to gauge the effects of service-learning in a particular course, appropriate evaluation and assessment tools are mandatory. Renner and Bush (1997) present a wide array of evaluation and assessment tools in a monograph that serves as a resource center for service-learning practitioners. Instruments include program evaluation and individual student evaluation tools, as well as models for involving students and site supervisors in the assessment of a service-learning component.

Service-learning in Composition Classrooms

Service-learning was welcomed into the composition theory field in 1997 with a thematic special issue of The Writing Instructor. Reed and Formo (1997), in the introduction to this issue, state that there is a natural affinity between service-learning and composition classes, because writing lends itself well to larger community and social issues. The authors (and, in this issue, editors) sum up the material in this special issue by stating that successfully incorporating service learning into the classroom depends upon the particular facets of an institution and its community, and one should look toward these factors as one is organizing a service-learning class or program.

This issue set the tone for practitioners already well-versed in writing process theory and searching for novel ways to engage their students in learning. The interaction between the writing process and service-learning has been explored by Gere and Sinor (1997), who posit that service-learning shares with composition the need for action. Just as composition demands action throughout the writing process, say the authors, so service-learning can be said to "compose" itself—through action—throughout the length of the course. Both composition and service-learning tend to move from self-focused to other-focused.

The similarity between the writing process as action and service-learning as action provides a means for students to engage with the community. As the writing process in students develops and changes, so the student's interaction with community can develop and change that community. Carducci and Eddy (1997) write that students can learn to change communities by first being involved with them through the

classroom. The authors discuss the need for academic writing courses to provide more for students than simply a course requirement. They view writing as a system, and as such, can be self-inclosed and isolate for both instructors and students. Service-learning allows academic writing, as a system, to participate in an exchange between community and classroom, moving writers from a self-inclusive model to a community-inclusive model.

Such action necessarily involves risk. The act of writing itself is often risky for students, and Maxine Hairston (1992) discusses the need for the writing class to be a place where students are not put in "a classroom space violated with issues of politics, diversity, and social change" (p. 189). Novak and Goodman (1997) begin with a general review of Maxine Hairston's (1992) call for the writing class and classroom as a "safe haven." However, say the authors, writers cannot escape such risky "real-world" issues as peace and violence, even within the classroom. Using Bizzell's (1994/1997b) effective metaphor of BW classrooms as "contact zones" (p. 739) where historical moments converge which must then be put in perspective, Novak and Goodman add service-learning to the mix. They view service-learning in composition classes through the framework that, on some levels, the classroom can still be, if not a "safe" haven, then a "safe/r contact zone" (p. 65). The class can become a place where the classroom and a service-learning site serve as an introduction to conflict, and a way to use conflict productively. Service-learning might be employed to construct such a safe place for students.

Yet, areas of contention remain, even among service-learning practitioners. Flower (1997) explores the relationship between academia and community from the perspective that academia has often imposed what it feels is the elite, and therefore "right," version of discourse on the larger community. She says that the more challenging, and much more important, partnership is the one in which both academia and community contribute to an issue and its written product together. According to Flower, two problems face this balanced relationship: first, academia's commitment to community service is cyclical and can be seen as an educational trend; therefore, any real commitment to change must be systemic. Second, service can often replicate social structures that are already existing and are not necessarily beneficial.

Herzberg (1994) is a proponent of service-learning, but argues that students are likely to take little more than surface benefit from such class components unless the instructor is motivated, and class itself is constructed, to raise questions regarding service that explore systemic answers. He warns that students often look only to the personal implications (i.e., "a homeless person is just like me, except without a job") rather than the larger, systemic and social implications. To adequately incorporate service-learning into a course (and according to Herzberg, this means challenging students' social or cultural platitudes and consciousness), says Herzberg, such systemic questions must be raised and addressed in the classroom.

These concerns need to be addressed when planning each service-learning component, regardless of the course discipline. More specifically, integrating service-learning into a writing classroom presents the necessity to attach, in a meaningful,

purposeful way, the service to students' required writing assignments. Heilker (1997) is a service-learning proponent who believes that in order to construct real purposes for writing, students must write for a real audience outside the classroom. Only in this "real" rhetorical atmosphere (rather than the artificially constructed atmosphere inside many composition classrooms, where students write for the instructor's comments and grade), says Heilker, can students' writing become social action. Heilker also delineates what he sees as the five forms of service-learning in composition classes: 1) Students write about "the actual experience of community service" (p. 73), and this gives students a reality-based writing assignment; 2) students use community service as research to be applied to a term paper or other class assignment; 3) students examine social injustices through their community site placement; 4) students use community service as a means to help them construct more academically-acceptable bodies of writing; and 5) students perform service writing for community agencies, which "enables students to understand writing as social action" (p. 74).

Within these forms of incorporating service-learning in composition classrooms, the need exists for rigor and structure in applying academic work to community service. Mintz and Hesser (1996) discuss the need for a set criteria of good practice guidelines when incorporating service-learning into class curricula. They explore sets of principles formulated and revised throughout the ten-year history of service-learning as a pedagogy. They suggest that practitioners be guided by a chosen set of principles, and review those principles throughout the development and implementation of the course.

Specific suggestions for other pedagogical techniques, including assignment sequencing, exist that connect service-learning with composition classrooms. Sayer (1995) outlines a first year composition class she regularly teaches that structures assignment progression toward student-motivated writing. Sayer's assignment sequencing begins with a personal narrative and ends with a student-written letter directed toward an agency or office that examines and questions some inequity, as perceived and researched by the students. Sayer terms this sequencing "writing for change"(p. 34), and examines the connection between students' motivation and purpose for writing and larger community issues. Through establishing such a connection in the classroom, says Sayer, students develop purpose in their writing. In addition, Watters and Ford (1995) provide a practical guide to service writing for both instructors and students. The authors outline several possible student writing projects, and also present administrative and pedagogical materials, such as sample journal and reflection forms. Although the work does not present research and theory outright, few extant examples of service writing and service-learning projects are available for practitioners. This volume, along with its related thematic reader, is a bright light for composition instructors who are beginning to incorporate service-learning in their classes.

Opportunities are increasing for writing instructors who are interested in service-learning components. Adler-Kassner, Crooks, and Watters (1997) state that the service-learning/composition connection has established itself sufficiently that it is now at a turning point in its development. Having weathered first the administrative and logistical issues of any developing program, faculty may now find themselves in the position to use start-up funds on service-learning-based research and teaching agendas, and models exist

both in higher education and in the community. The authors outline the benefits of connecting service-learning with composition theory and practice.

Service-learning in Basic Writing Classrooms

Service-learning in composition classrooms is established and flourishing. Yet, little literature exists that reports on incorporating service-learning into basic writing classrooms. In fact, some practitioners hold the view that such a component in a basic writing classroom may be too difficult to administer successfully. Lu and Horner (2000) see possibilities for future research in service-learning and basic writing. Prior basic writing research, they posit, and the popularity of perceiving writing classes through the lens of cultural diversity, may help establish service-learning in basic writing classes:

> The recent public trend to put a "multi-" or "trans" before everything—"culture," "media," or "national"—has the potential to open some new routes for asserting the place of Basic Writing in the academy. To begin with, if one of the catalogued grand expectations of the academy is to advance interdisciplinarity and service learning, which allegedly means cultivating ways of thinking and speaking that break down the boundaries separating the academy and society at large and isolating academic disciplines, then we might use existing research in Basic Writing to foreground the capacity and aspirations of basic writers to meet this institutional expectation. (p. 45)

It is my intention, with this literature review and the subsequent study, to answer Lu and Horner's (2000) challenge. Certainly the current institutional trends and goals lend

themselves well to such an undertaking, and although the connection between service-learning and basic writing is not yet clearly established, we might make use of both previous basic writing research and the newly-formed institutional expectations for service-learning to explore that connection.

Adler-Kassner (1995) defends the connection between service-learning and basic writing in her account of incorporating service-learning into two basic writing classes. The first class matched students with service writing projects that benefited recipient agencies; the second class sited students in a Black professional community theatre company. The author argues that service-learning components are not only appropriate for underprepared writers, they "are a good place to start helping" (p. 554) them. This article is the primary, and still frequently cited, article on service-learning and basic writers.

Adler-Kassner employed the strategy of service writing for community agencies as the service-learning component in one of her basic writing classes. She writes of the component's success; however, many basic writers may have skill levels lower than those necessary for success in service writing for outside agencies. Adler-Kassner also used site placement in a Black professional community theatre company, and reflection by students upon their experience, and this strategy also proved successful for her underprepared students. Such a strategy would employ Gere and Sinor's (1997) argument for connecting service-learning with composition classwork, but does not directly address the need for underprepared writers to strengthen their writing or reading skills, nor does it address the varied concerns cited above that underprepared writers often present in the basic writing classroom. As outlined above, successful service-

learning components demand high contextualization with course content in order for the component, and the class, to be successful. No extant literature addresses service-learning practices specifically designed for the complex issues surrounding basic writers.

Research Questions

Integrating service-learning pedagogy into a developmental English curriculum has been successful in the recent past (Adler-Kassner, 1995). However, no research to date has correlated the types of performed service with basic writing student outcomes, much less develop a model for integrating service-learning into basic skills curriculum. This study sought to answer the following research question:

- How does literacy-based service-learning affect the quality of California college basic writers' experiences in the basic writing classroom?

Within this overarching question, other research questions have emerged:

- How does literacy-based service-learning change or affect thinking about and understanding literacy in basic writers?
- How do basic writers feel about and make sense of their participation in a literacy-based service-learning component within a basic writing class?
- How does literacy-based service-learning affect students' attitudes and beliefs about literacy?
- How does a basic writing instructor feel about and make sense of her participation in literacy-based service-learning?

I felt the research questions summed up the confusion I felt, and hoped to resolve, in my classroom. If literacy-based service-learning proved meaningful for the students and for me, perhaps other basic writing instructors might benefit from my experience; I kept this goal in mind as I constructed the study methodology. In the following chapter, I discuss the rationale and methods of the study.

CHAPTER THREE

Methodology

Justification for Methodology

I sought, with the current study, to present a conceptual overview both of the service-learning and the comparison class that would help me arrive at an understanding of students' experiences with service-learning and how those experiences affected their thinking about and understanding literacy. The study involved variables that could be assessed most completely through close analysis of students' attitudes as they changed and progressed over the course of an eighteen-week semester.

The research questions reflected a mixed-methods approach to the study, with the majority of the study conducted using qualitative methods. The focus of this study was on the change in thinking about and understanding literacy that students developed within a literacy-based service-learning component. As the researcher, and also as the class instructor, I was the primary instrument for data collection. I found the qualitative primary research methods of interview, documents and observation flexible, and they allowed theory to emerge as the study progressed. The sample was small (two writing classes), with data collected through an eighteen week semester. This small sample size allowed me a closer look at students' perceptions and attitudes toward the class and toward writing and literacy, and provided rich, detailed data in a way that I felt a questionnaire could not access nor assess.

I specifically chose the case study method because of the need for close observation of basic writers' experiences in the classroom. Perl's (1979/1997) integral

case study of basic writers' writing processes was influential in this regard. Perl gave instructors and researchers their first look at exactly how basic writers write. The implications of Perl's study are profound; results confront the "remedial" theory—that writing can be fixed, if only instructors find what is "wrong" with a writer or with a text. In addition, Perl's study is in itself a strong argument for case studies involving basic writers:

> This study is an illustration of the way in which a theoretical model of the composing process can be grounded in observations of the individual's experience of composing. It is precisely the complexity of this experience that the case study brings to light. (p. 39)

Perl's study specifically looks at the composing process, but I found such an application interesting and helpful when I applied it to the processes our students use when thinking about and discussing literacy. By looking at individual experiences with literacy, and by observing basic writers in action as they struggle with the difficulties of literacy work, we can more fully understand the process of students' thinking about and understanding literacy.

I decided that information gleaned from cross-case comparison would be valuable to the study because not only was I observing students individually, I also was observing students working in small groups. DiPardo (1993) has shown us, through her ethnographic study of a peer-teaching component in a basic writing program, that close observation of small group experiences and dynamics can yield essential insights into the course experiences of basic writers. In this study, students worked collaboratively in

small groups for their final assignment. The significance of DiPardo's study results influenced my decision in this regard. I felt that comparing experiences of small groups between the service-learning and the comparison classes might reveal rich data.

Unit of Analysis

The unit of analysis for my study was the documentable change throughout the semester in students' thinking about and understanding literacy.

Fox (1999) defines literacy "as the ability to make meaning with written language in a particular group or community that prizes that ability" (p. 25). For the purposes of this study, I adopted Fox's literacy definition. Certainly the academic community values written language, and as Bartholomae (1985/1997) points out, students in higher education classes are expected not only to enter into the language of a university, but to reinvent that language each time they write for an academic audience or purpose. The service-learning component in the study class was deliberately designed to confront and challenge students in the area of literacy thought and practice. Therefore, any shift or change in students' thoughts about, or understanding of, literacy would help me clarify the significance or role of literacy-based service-learning in students' course experiences.

Basis for Selecting the Site

The study was conducted at a large urban community college in Southern California. The college, identified in this text as City Community College, was chosen for its large student enrollment and proximity to CSUDH. The Dominguez Hills campus

is the CSU campus processing the State's largest percentage of what CSU terms "remedial" entering freshmen; according to The California State University, in Fall, 1999, 77% of all entering freshmen required English remediation before they could enroll in the required freshman composition course (2000b). The Statewide English remediation average for CSU is 46% (CSU, 2000a), with the highest individual campus averages occurring in the Los Angeles area: Dominguez Hills, 77%; Los Angeles, 75%; Northridge, 59%; and Long Beach, 51% (CSU, 2000a).

The Dominguez Hills area contains several community colleges, all struggling with difficulties inherent in high numbers of English basic skills students. Given the area's extremely high remediation rate, I felt locating the study in this geographic area might strengthen the chances of replication among community college and CSU campuses. A common perception among faculty and college administration is the time- and work-intensive nature of service-learning, therefore rendering the pedagogy impractical in a basic skills course. I felt strongly that a study conducted in the area most intensively impacted with remediation might counter this perception and in fact might lend itself toward replication on campuses processing lower percentages of basic skills students.

City Community College is the largest community college in this impacted region. With an enrollment of 24,000 students, the campus not only serves as a major feeder school for CSUDH but also shares the same student population as CSUDH. For the purposes of this study, one specific and essential difference separates the two campuses: City Community College does not have an institutionalized service-learning

office or program. In contrast, all CSU campuses Statewide now have instituted service-learning offices and are building service-learning programs and partnerships with faculty and community agencies (CSU, 1997). The California Community College Chancellor's Office, although not institutionalizing service-learning in each of the Statewide 106 campuses, has supported service-learning and several of the system's schools have already or are in the process of institutionalizing service-learning (The California Community Colleges [CCC], 1998). City Community College is not yet one of these campuses. By siting the study at a community college that has seen great increases in remedial students but has not institutionalized service-learning, I felt I could assess the difficulties of a faculty member coordinating a specific service-learning program without campus-wide assistance.

As I mentioned earlier, I sought to establish a model program by which other basic writing instructors could develop course-appropriate basic writing service-learning components. Such a model may be useful in the strategic development of California basic skills programs.

A model that matches basic skills students with English as a Second Language students on the same campus may prove effective in resolving such program difficulties as time management and transportation. Students may have little time outside regularly scheduled class hours to perform service, and may have difficulties with transportation and site access. An on-campus site may help to resolve these strategic difficulties.

A model program may extend beyond basic writing classes. Many campus concerns are primarily literacy concerns, since the classroom is at the front lines of

establishing college-level literacy (Freire, 1973). Therefore, an effective literacy-based service-learning model may benefit other types of literacy, including community literacy or discipline-specific literacy.

Access to Site and People

Approval was obtained from the English Department at City Community College. As a full-time faculty member of City Community College, I had already been assigned two basic writing classes to be held during the fall, 2000 semester. These classes were taught during consecutive two-hour blocks on Monday and Wednesday mornings.

One class was designated the service-learning group; this class incorporated a service-learning component over the course of a semester. The second class was designated the comparison group. I planned to match evenly the characteristics of both classes, including number of enrolled students, racial, gender, and age range characteristics. As it happened, both classes had similar characteristics, and students did not need to change their schedules to accommodate any class transfers.

During the first class session, students in both the service-learning and comparison classes were recruited into the study through a verbal and written script included in their syllabus. Although students were assigned to classes without their previous knowledge of the study, all students were given the choice of whether or not to participate in the study. Students were informed that they would be placed in an alternate same-time class section if they chose not to participate in the study. No students took up

this offer. I don't know, however, if any students in the service-learning class subsequently dropped the course in an effort to avoid the service-learning component.

Basis for Selecting the Particular Study

The project was designed as a comparative case study. Two basic writing classes were employed as the sample; each class comprised one case study, and I made specific comparisons between them. The classes were parallel in the following ways: They shared the same texts, readings, lectures, journals and assignment sequencing. One class, the service-learning class, also employed a service-learning component. Students from the service-learning class were matched up with a student tutee in a low-level English as a Second Language (ESL) reading class. Over the course of the eighteen-week semester, students received eight hours of tutor training and served ten hours as tutors to student tutees in the ESL class. Students in the service-learning class reflected on their experience in class discussions, journal entries, and assignments.

Students in the comparison group shared similar text-based discussions, journal entries, and assignments, but reflected on course readings in these classroom activities.

The service-learning component within the service-learning group began with in-class training sessions on how to tutor reading. Training in specific tutoring skills took place over two weeks (four class periods), beginning Monday, September 11. Targeted skills included reflection upon tutees' attitudes, anxieties and expectations about the tutoring process (Rabow, Chin, & Fahimian, 1999). Students were trained in the "Pause, Prompt and Praise" method of tutoring reading (Wheldall & Colmar, 1990; Wheldall &

Mettem, 1985). This method asks the tutor to pause for approximately five seconds when the tutee makes a distinguishable reading error; prompt the tutee to try to resolve the error; and praise the tutee after the correction is attempted.

Students in the service-learning class were then matched with tutees in a low-level ESL reading class. The ESL class focused on reading one novel over the course of an eighteen-week semester. Students in both my basic writing classes also read the same novel, although their scheduled novel-reading timeframe was two weeks. The novel, originally chosen by the ESL instructor, was Harry Potter and the Sorcerer's Stone by J. K. Rowling (1999).

The ESL reading class was scheduled at the same time each week as the scheduled service-learning basic writing class; therefore, students performing service used one scheduled class hour per week for their service commitment. Service was given over a period of 10 weeks, beginning on Monday, October 2, at a rate of one hour per week, totaling 10 hours of completed service. I met with the instructor of the ESL reading class to design and coordinate tasks for tutoring.

Students in the service-learning group then reflected on their service experience within journals, formal assignments and class discussions. The comparison class also employed journals, formal assignments and class discussions, but the content of these learning tools focused on class readings.

Within the boundaries of the service-learning and the comparison classes, a subsample was drawn: Four students from each class were selected for in-depth interviewing and tracking. Selecting four students from each class allowed me to gain

students' in-depth perspectives on the service-learning component. In addition, because the maximum capacity of CCC basic writing classes is set administratively at 35 students, selecting four students in each class allowed for a ratio of slightly over 1:10, giving each class fair representation while still maintaining a manageable data set for me as the researcher.

The students were selected through non-random purposeful sampling, a method that requires establishment of selection criterion before students are chosen; students then are selected according to those criteria. All students in both classes completed a short questionnaire at the beginning of the semester, and from these completed questionnaires I chose four students from each class for in-depth interviewing and tracking. The diverse backgrounds and needs of basic writers required a strategy that took into account the wide variance in students; hence, rich data was acquired by selecting students purposefully along a predetermined continuum based on specific criteria. The criteria for selection were employed using a maximum variation strategy. In this strategy, students are chosen because of their broad differences rather than similarities, thus reflecting the maximum diversity of characteristics within students in a classroom.

Unfortunately, what I did not take into account when planning this study was the possibility of some students subsequently dropping the course. In the first two weeks of the semester, four students from each basic writing class were chosen for in-depth interviewing, and first interviews were conducted. By the end of the semester, however, two students in each group of four had dropped the course. Follow-up interviews were

conducted with the original two students in each group. Two other students were selected from each class, and subsequently were interviewed at the end of the semester.

I approached the study as a teacher-researcher using the theoretical framework of participatory action research. The model of teacher-research asks practitioners to reflect upon teaching methods in an effort to improve the quality of teaching. Teacher-research within composition seeks, at its core, to help instructors "think through and revise our understanding of how to teach writing" (Weese, Fox, & Greene, 1999, p. xvi).

Additionally, because my unit of analysis was students' change in thinking about and understanding literacy, I based the course on literacy readings and discussions. Fox (1999) discusses the purpose of theming a course around academic literacy. He asserts that such a course theme may be particularly relevant in a teacher-researcher course. As Bartholomae (1985/1997) has noted, basic writing students are entering the discourse of the university. They are, in the words of Rose (1989), "straining at the boundaries of their ability" (p. 188). In order to recognize and distinguish the level of change in metacognition around issues of literacy, a course themed around academic literacy would question and examine students' literacy histories and ideas, and then work with students to challenge those ideas. Teacher-research, with its main goal to improve the practice of teaching, would then be used by the instructor to reflect upon the process and results of a literacy-themed course.

I employed the teacher-research model within a larger theoretical framework of participatory action research. Whyte, Greenwood and Lazes (1991) define participatory action research as a process in which the persons under study participate with the researcher over the course of the research stages (p. 20). This type of interaction may be

particularly effective in a qualitative study where theory emerges throughout the process of data collection and analysis. Unlike classical experimental researchers, the qualitative researcher approaches her study without a clear hypothesis (Marshall & Rossman, 1999). The classical model also demands that the researcher enter into the research process alone or with other researchers. In contrast, participatory action research redefines the researcher/participant model (Karlsen, 1991) so that the researcher *and* the study's subjects may enter the process as both researchers and participants. Purposeful engagement in the process of research is what constitutes and defines the "action" component of participatory action research. Students and the researcher explore together the meaning and possible effects of the research, and develop possible results and uses for the research. Because the research has "active" purpose (for instance, in my study the research led to construction of a service-learning model for basic writing classes), students and the researcher are contributing to effective change rather than to a body of theory.

Such a model may have negative effects as well. The Hawthorne Effect is a positive result influenced by intrusive research. By involving students in the process of the research, I may positively influence the results of the proposed study. I explore the possibilities of this effect in my subsequent discussion of this study's limitations.

I employed the model of participatory action research throughout the study. In particular, students assisted in the development of the questionnaire and interview protocols. The short questionnaires described above were developed by engaging students in both classes in group discussions about criteria they felt had contributed to

their placement in a basic skills class. Students then were asked to write possible questionnaire questions on index cards, which were collected and reviewed by me. Through this discussion and the resulting index card questions, I developed the questionnaire that students subsequently filled out. (See Appendix A.)

Data Collection Methods

Data collection took place over a period of eighteen weeks, and was conducted as a comparative cross-case study (Yin, 1984). To ensure timely and organized collection of data, I prepared and followed an organizational chart that noted dates, tasks, and prerequisite tasks for data collection. I used this chart to manage both time and data collection strategies.

Within the comparative case study, four students in each class were interviewed at depth. Eight students were interviewed once at the beginning of the eighteen weeks, and four of the eight were interviewed once at the end of the eighteen weeks. Four other students, two in each class, were selected and interviewed at the end of the eighteen weeks. Because I was the instructor as well as the researcher, I ensured dependability of interviews by hiring and training an outside interviewer to conduct taped interviews according to a preestablished interview protocol. I constructed two protocols, one developed for the first interview at the beginning of the semester and one developed for the second interview at the end of the semester. I designed the interview questions to allow students the chance to elaborate on questionnaire answers. (See Appendixes B and C.)

Interviews conducted at the beginning and at the end of the semester were compared, both within the class and cross-case. This comparison, although important, proved incomplete because two preselected students in each class subsequently dropped the class and neither finished coursework nor completed the second interview. Additional students were selected for the second round of interviews. Because of this situation, second interviews, and comparisons between completed assignments and reflections of both interviewees and other students in the class, comprised the majority of data for analysis.

All assignments, interview transcripts and journal entries from the eight students interviewed at the end of the semester became part of the data set. In addition, I sought reliability by including in the data set all assignments and journal entries from other members of each class. I compared these data with the data generated by the eight interviewed students; this method of cross-analysis helped ensure that the study's results are reliable and representative of the whole two classes.

As the researcher as well as the instructor, I employed observation in class and at site visitations (Cole, 1991). I wrote a reflective journal over the course of the eighteen weeks. Each journal entry was consistent, noting time, date, place, class exercises and lectures, behaviors observed, and my own insights into the experience. Journal notes were transcribed within 24 hours of the observation. This journal included both observational field notes and insights through subjective reflection upon my own experience teaching the class. This reflective journal was used to self-monitor and self-correct my positions as researcher and instructor. In addition, I also used my journal to compare my perceptions of students' experiences with their own reflections on the same

experiences. The latter usage may have helped prevent researcher bias, through cross-analysis of multiple perceptions of the same experience.

Other documents were collected over the eighteen-week period; for instance, class grade and attendance records became part of the study data set.

Data Analysis Methods

For the purposes of this study I adopted a six-phase analytic procedure, as outlined by Marshall and Rossman (1999), and as I discuss subsequently:

1. organizing the data;
2. generating categories, themes, and patterns;
3. coding the data;
4. testing the emergent understandings;
5. searching for alternative explanations; and
6. writing the report. (p. 152)

Because qualitative data analysis involves interpretive perspectives on the part of the researcher, analysis was not linear. Instead, the six analytical phases intersected and overlapped at various points in the analysis process.

I postponed analysis of data until after the semester ended. Part of my rationale for this decision was time management; teaching the class and collecting data left no time for analysis. A larger rationale was the perspective of teacher-research. My primary concern was my students, and I did not want my data analysis to influence my course-related actions or decisions toward the basic writing students. Even though I had hired and

trained a grader to read, respond and grade assignments, I felt the "cleanest" way to ensure students received a high-quality course experience was to delay data analysis until after final course grades were submitted to my department.

Although I was guided in service-learning and writing theory by current literature, I approached the data without a preconstructed hypothesis, and instead allowed themes and patterns to emerge through study and reflection of the data after data collection. Concurrently, I allowed for my understanding of the data to emerge and change, reflecting the interpretive process of categorizing and coding data.

Schatzman and Strauss (1973) note the importance of classifying qualitative data in a meaningful way. Establishing significant links within and between classes of data allows for continuous reflection and insight, and necessarily involves interpretation. In order more effectively to classify data, I coded patterns and themes as they emerged. For instance, I used abbreviations of key words to locate and compare classes of data more quickly.

The following large and sub-coding categories emerged from the data:

Tutoring process and experience

- Students' and my experiences
    - Positive experiences
    - Negative experiences
- Negotiating tutoring difficulties
    - Administrative (organization, time, room set-up, etc.)
    - Tutorial (preparation, during tutoring, after tutoring)

Literacy cognition

- General (surface-level) discussion of literacy
- Thinking about perspectives on literacy
- Change in thinking about or understanding of literacy

Attitudes regarding the course

- Attitudes toward college/education
- Attitudes toward basic writing class

After the major categories of data had been identified and coded, I tested for emergent understandings. I compared categories of data with my research questions to see if the emerging data significantly addressed the research questions. I also looked for opposing, or contrasting, instances of major categories to see if these instances highlighted the importance of the categories and their relationships to the research questions.

As my perceptions of the categories began to emerge, I consciously sought alternate explanations to major categories and to links within and between categories. This phase of data analysis was critical to ensuring that results of the study might be duplicated in subsequent studies. By thoroughly exploring alternate explanations, the reliability of the study's results was strengthened.

The written report of my findings follows a participatory action research (PAR) model. Although the reporting phase of my data analysis has only one author (as opposed to a collaboratively-written participatory model sometimes employed in PAR), the report itself will be useful to future basic writing students and teachers (Argyris &

Schön, 1991). I sought through this report to design a PAR-based curriculum model that might be replicated in the basic writing classes of other institutions. The curriculum model is collaborative; as the students' final formal assignment, students worked together to write and produce a manual for future basic writing reading tutors. This manual may be used within a course, thus continuing the PAR and teacher-research model. (See Appendix D.)

Reliability and Trustworthiness of the Study

Reliability and trustworthiness was essential to the integrity of the study. Data collection was guided by the theoretical framework of PAR. Marshall and Rossman (1999) note that "Participatory action research entails a cycle of research, reflection, and action" (p. 6). This cycle corresponds to the integral reflective and active components of service-learning as a pedagogy, and calls for the study to be conducted in a natural setting—in this case, the classroom and service-learning sites. A participatory action research framework enhanced credibility of the study by involving participants in all phases of the research.

Credibility, transferability, dependability and confirmability were ensured through triangulation of the data; I used multiple sources of evidence for cross-analysis and to establish a chain of evidence. For instance, four purposefully selected persons from each of the two cases were selected and interviewed by a trained outside interviewer, providing a total of eight persons from whom assignments, journal entries, and interviews were gathered. Because two selected students from each class subsequently formally

dropped the class, I selected two additional students from each class to participate in in-depth interviewing and tracking. I also analyzed and compared collected documents from these people and from the larger samples of the two cases, and employed my own observations and notes in my journal entries. An independent interviewer was trained to conduct taped in-depth interviews following a predetermined interview protocol. By talking to an independent interviewer instead of to the instructor/researcher, I felt interviewed students might more freely discuss their perspectives and resulting data might more fully reflect the full range of students' experiences.

I also hired and trained an independent grader to read, comment on and grade students' assignments. Within this process, each assignment due date I collected assignments from both classes and interspersed them. In this way, the independent grader could comment and grade individual essays without identifying in which class the basic writer was enrolled.

Internal dependability was ensured through pattern-matching and coding in ongoing analysis procedures, as outlined above; standardized protocols were followed during interviews, including structured questions and specific coding procedures post-interview. In addition, internal and ongoing audits of the study preserved the high quality and dependability of the data collected, avoided the danger of judgment-based collection by a researcher who also is the instructor in the study, and provided for theoretical constructs to emerge throughout data collection. Specifically, I coded and analyzed data in the following order, from first coded to last coded:

1. all service-learning class students' assignments and journal entries;

2. comparison class students' assignments and journal entries;
3. service-learning class students' interviews (including tape transcription);
4. comparison class students' interviews;
5. service-learning class students' questionnaires; and
6. comparison class students' questionnaires.

At this point, coded data were analyzed. I then began phase two of coding and analysis:

7. my reflective journal.

Coding and analyzing data in this order gave me the opportunity to organize an otherwise overwhelming task, and presented me with the ability to look at completed sections of data that I could then compare with the next section. My reflective journal was saved for last; I coded and analyzed students' data before I coded and compared my data as the instructor. This method of coding and analysis took approximately three weeks.

Limitations of the Study

The small sample size is an obvious limitation to the study, and may hinder generalizing the results to a larger sample. The size and location of the community college may also limit the results of a study; the large, urban population of CCC may not assist in generalizing results to smaller or rural campuses, or campuses with different population characteristics.

The type of service with which students were involved may also affect the study's results. In this study, basic writing students were tutoring English as a Second Language students on the same campus who were enrolled in a beginning reading class. Results may vary, depending upon what kind of service the students perform and at what location the service is given.

One criticism of service-learning has been the tendency to replicate and reinforce already-established social systems. This study runs that risk. As I discussed in my literature review, students in the service-learning class were challenging their traditional position as a population who are "served," and instead within their service-learning component were "servers." This component of the study is an innovative addition to basic skills research. However, the students who were being tutored were the recipients of service, or the "served," reinforcing a position traditionally held by basic writers. I met with the instructor of the tutored class to discuss the consequences of this phenomenon. Students in the tutored class completed reflection activities that may have helped mitigate any consequences.

Additionally, one important limitation that must be acknowledged and resolved within any qualitative study is researcher bias. The nature of qualitative research demands subjective analysis from the researcher herself; in addition, I also was the instructor of the course. Students might have felt inhibited in an interview situation with a researcher who is also the instructor of the course. Students viewed me as the ultimate authority in the class, and that fact may have altered the depth and quality of gathered data. To mitigate such a result, I trained an outside grader to read, comment on, and

grade all formal assignments written in each of the two study classes. I also trained an outside interviewer to use the established interview protocols and conduct interviews. Interviews took place in a vacant faculty office. Interviews were taped by the interviewer, and subsequently transcribed by me.

As both the instructor and researcher, I ran the risk of misinterpreting students' experiences and of manipulating the course of classroom events. The framework of participatory action research was helpful in counterbalancing these concerns. By placing responsibility for some study protocols into the hands of the students, I lessened the chance of researcher bias interfering with study results. By delaying data analysis until after final course grades were turned in to my department, I also avoided some researcher bias affecting the daily course of class events. After the end of the semester, I coded and analyzed data generated from students before I coded and analyzed my own reflective journal, in an attempt to mitigate coloring students' perspectives of the courses and service-learning component with my own perspective as revealed in my reflective journal.

Using PAR, however, brings its own set of concerns. The Hawthorne Effect is the influence of positive study results due to the intrusive nature of a particular research method. This study is, by its PAR definition, intrusive. Students in both the service-learning and comparison classes were aware of the study and of their participation in phases of the research, from developing protocols to reflecting on the class and service-learning experiences. However, each class did not know the extent of the other class's

participation. The comparison class, in particular, was not told of the service-learning component in the service-learning class.

Although I cannot control for the Hawthorne Effect, the possibility of its effect on the proposed study may actually be part of the study's worth. For example, as I've discussed previously, the pedagogy of service-learning demands participation and reflection by students. It may be difficult to distinguish between a Hawthorne Effect promoted from within the study's methodology and the natural positive effects of student participation that service and reflection demands.

CHAPTER FOUR

Results

In this chapter I first give a description of each class and then compare the service-learning class to the comparison class according to each of three separate coding themes. After analyzing class data for each theme, I then compare excerpts from my own reflective journal. The order of presentation echoes the order I first presented themes in the Methodology section, and this order reflects the theme's ability to address the study's research questions:

1. Tutoring process and experience;
2. Literacy cognition; and
3. Attitudes regarding the course.

The theme of tutoring process and experience was relevant only to the service-learning class, and so for that particular theme I briefly discuss comparison class data, and then compare the service-learning class data with my own reflective journal.

The primary research question I sought to address was the following:

- How does literacy-based service-learning affect the quality of California college basic writers' experiences in the basic writing classroom?

Within this overarching question, I examined other research questions:

- How does literacy-based service-learning change or affect thinking about and understanding literacy in basic writers?
- How do basic writers feel about and make sense of their participation in a literacy-based service-learning component within a basic writing class?

- How does literacy-based service-learning affect students' attitudes and beliefs about literacy?
- How does a basic writing instructor feel about and make sense of her participation in literacy-based service-learning?

Cross-case comparison between classes provided a range of responses from which I could gauge the extent to which service-learning affected class and instructor experience. Because of the large amount of data collected over the eighteen-week semester, I selected specific prompts or class experiences for cross-case comparison. This method allowed me to analyze first the class data, and second my own reflective journal from the same date. The method also allowed me to address the research question "How does a basic writing instructor feel about and make sense of her participation in literacy-based service-learning?" by comparing my journal reflections with students' perspectives on the same situation or experience.

Description of the Classes

The following description of the classes is compiled from data generated during class surveys administered to both classes during the third week of the semester. Both courses in the larger sample experienced student drops in enrollment over the course of the eighteen-week semester. Student attrition is part-and-parcel of teaching, and the student attrition in each of the classes did not change the class descriptions in any appreciable way.

Survey Results

The following tables describe both the comparison class and the service-learning class. Data are grouped together to facilitate comparison between the classes. Table 1 shows the number of males and females in each course:

Table 1: Gender

	Men	Women
Comparison Class	10	15
Service-learning Class	8	20
Total	18	35

*Although 25 students total participated in the survey, 31 students actually were enrolled in the class during the third week of the semester, when the survey was conducted.
+Although 28 students total participated in the survey, 33 students actually were enrolled in the class during the third week of the semester, when the survey was conducted.

The following table breaks down both classes by ethnic group, and shows a consistency in ethnic distribution between the service-learning and the comparison classes. I provide a comparison to campus-wide demographics later in this section of the chapter.

Table 2: Ethnicity

	Service-learning		Comparison	
	Men	Women	Men	Women
African-American	0	5	1	2
American Indian	0	1	0	0
Asian/Filipino	1	2	3	1
Caucasian	2	2	2	2
Hispanic	2	8	3	8
Middle Eastern	0	1	0	0
No response	3	1	1	2
Total	8	20	10	15

The distribution according to ethnic group in this table varies slightly from campus-wide demographics. In both English A classes, Hispanic students comprised the largest ethnic group. Campus-wide, the distribution is fairly equal between Hispanic, African-American, and Caucasian ethnicities. I provide a comparison figure later in this section.

Table 3 presents age distribution for both classes. The age distribution is similar between the service-learning and comparison classes; most students in both classes were between the ages of 17 and 19. Campus-wide, the largest student age group is 20-29. I provide an age distribution comparison figure between campus-wide demographics and the service-learning class later in this section.

Table 3: Age

	Service-learning		Comparison	
	Men	Women	Men	Women
17-19	5	13	6	9
20-29	2	5	3	6
30-39	0	0	0	0
40+	0	1	1	0
No response	1	1	0	0
Total	8	20	10	15

Regardless of age, all students in both classes indicated that they either had received high school diplomas or had received a general education diploma equivalent.

Table 4 presents economic levels for both classes. On the survey students were not given monetary ranges from which to choose; instead, they were asked to place their families and themselves in one of the following categories. Self-reported socio-economic status does not necessarily match a social demographer's definition of social class status, and the information is included here to indicate where students self-place themselves and their families. The results show comparable distribution between the service-learning class and the comparison class. No campus-wide economic level demographics are available for further comparison. The campus community is comprised of many neighborhoods that reflect a range of economic levels; the campus draws students in varying numbers from all of these neighborhoods.

Table 4: Economic Level

	Service-learning			Comparison		
	Men	Women		Men	Women	
Low	1	4		1	3	
Middle/low	3	3		2	0	
Middle	2	10		5	8	
Middle/high	1	2		1	2	
High	0	1		1	0	
No response	1	0		0	2	
Total	8	20		10	15	

Table 5 displays answers to the question "Is English your first language?"

Table 5: English Language Acquisition

English is first language	Service-learning			Comparison		
	Men	Women		Men	Women	
Yes	6	16		4	8	
No	2	4		6	7	
Total	8	20		10	15	

The differences in answers between the service-learning class and the comparison class may not be statistically significant, as several students in each class were absent on the day the survey was conducted. I do not know whether English is the first language of

these absent students. However, this category was particularly relevant. At City Community College placement tests are used to designate all students, including English as a Second Language students, into appropriate course levels. When students take any English placement test, their scores will indicate whether or not they would benefit from an ESL class before matriculation into other English courses. English A is a placement-only class, meaning that students must take the placement test before enrolling in any English course, and must enroll in and pass English A if their placement test scores indicate basic writing levels. If students responded "no" on the survey question, they had "tested out" of an English as a Second Language course and their test scores indicated placement in the English A course.

Often students repeat the English A course. Because the course is offered only for credit/no credit, and not for a letter grade, failure in the course does not affect a student's grade point average. Students may repeat the course as many times as necessary either to receive credit for the course or to strengthen their writing skills. Table 6 shows the number of students in each class who repeated the course:

Table 6: Students Repeating the English A Course

Students repeating course	Service-learning		Comparison	
	Men	Women	Men	Women
Yes	1	4	2	5
No	7	16	8	10
Total	8	20	10	15

A common perception of basic writers is that they come from "nontraditional" college backgrounds; that is, their parents have not attended college. Although many basic writers may be the first in their families to enter college, this is by no means the rule. Table 7 shows students' knowledge of the highest educational level attained by each parent. I want to reiterate that the table shows students' knowledge of their parents' education; in some situations, students may not have been aware of parents' education. For consistency, these situations are categorized in the table as "No response."

Table 7: Parents' Highest Attained Level of Education

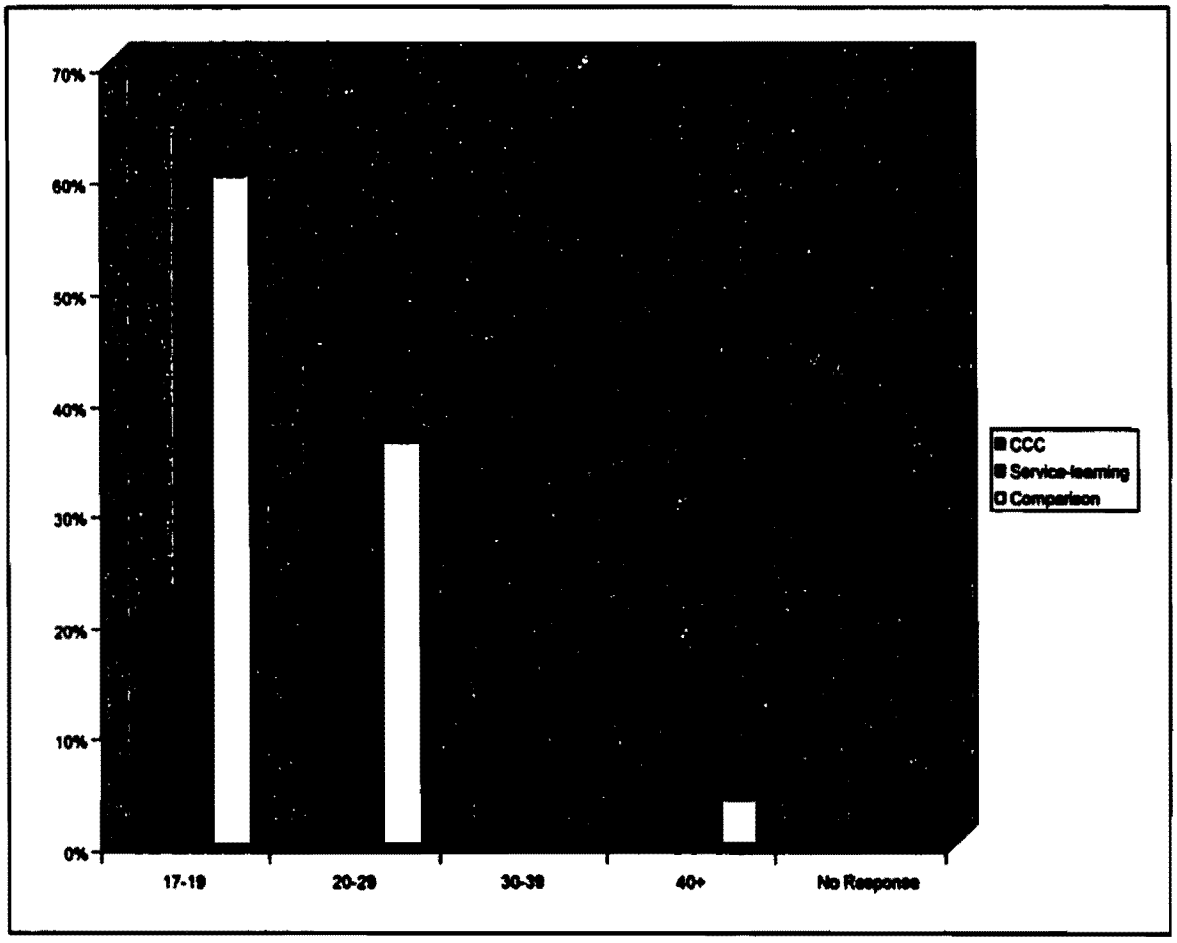
	Service-learning		Comparison	
Mother	Men	Women	Men	Women
Elementary/Junior high	2	3	2	7
High school	1	8	4	4
Community college	3	5	1	0
4-Year university	2	3	1	2
Graduate school	0	1	1	1
No response	0	0	1	1
Total	8	20	10	15
Father				
Elementary/Junior high	4	3	1	7
High school	1	10	4	2
Community college	1	2	1	2
4-Year university	1	2	1	2
Graduate school	1	2	1	1
No response	0	1	2	1
Total	8	20	10	15

Institution-wide Comparison

For purposes of institution-wide comparison, Figure 1 presents the last available demographic information (CCC, 1999) for age distribution at City Community College,

compared to the age distribution of the service-learning class and comparison class previously discussed:

Figure 1: Age Demographic Percentages of City Community College Compared to Service-learning and Comparison Classes

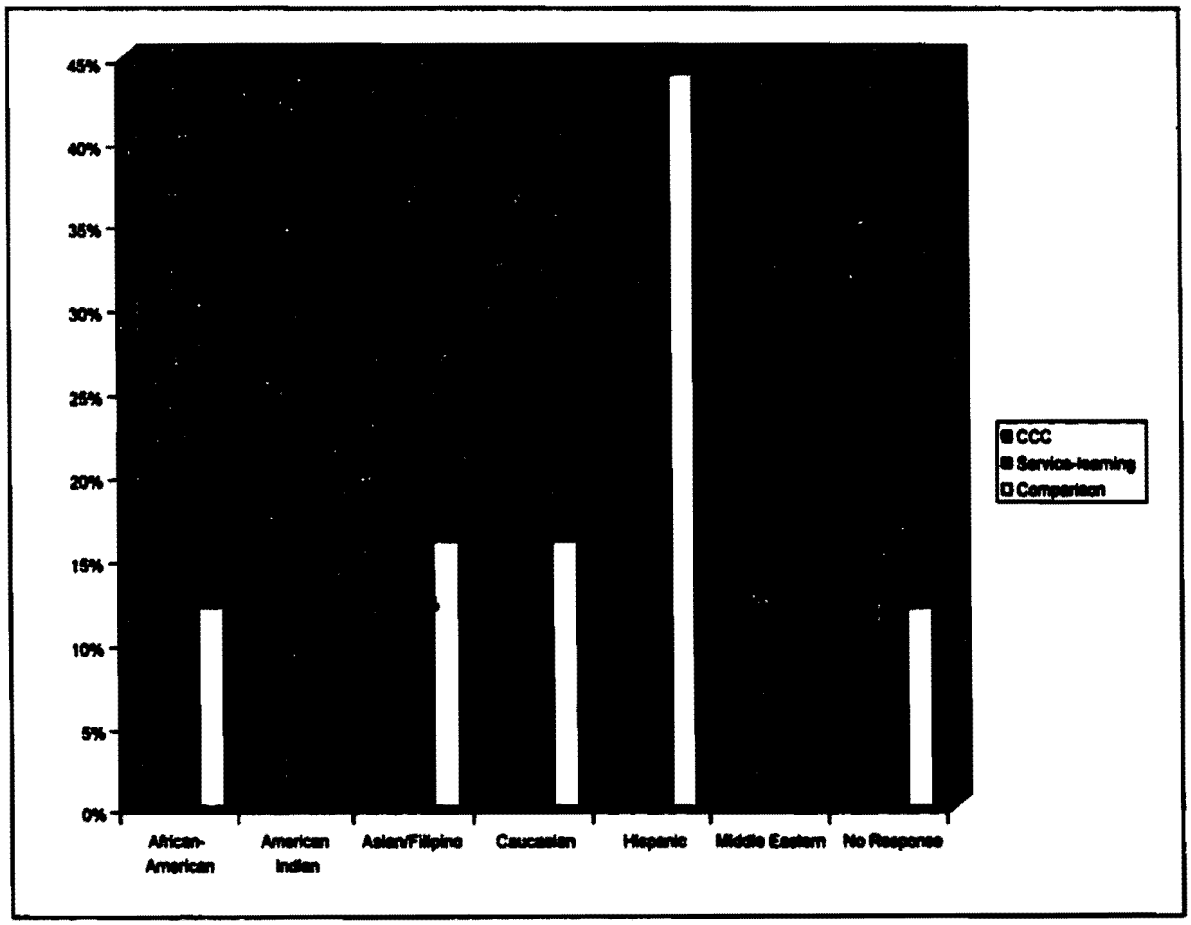


Both the service-learning and the comparison classes have much higher enrollment of students in the 17-19 age range, compared to the campuswide enrollment of younger students. This graphed inconsistency actually reflects the daytime scheduling of both courses. City Community College, as a commuter campus, provides afternoon and evening classes that may be more attractive to students who work during the day. The

campus itself is more likely to see high numbers of young people during the day, and evening classes often enroll older students who are involved with jobs and family commitments at other scheduled class times.

Figure 2 presents the last available demographic information (CCC, 1999) for ethnic distribution at City Community College, compared to the ethnic distribution of the service-learning and comparison classes:

Figure 2: Ethnic Demographic Percentages of City Community College Compared to Service-learning and Comparison Classes

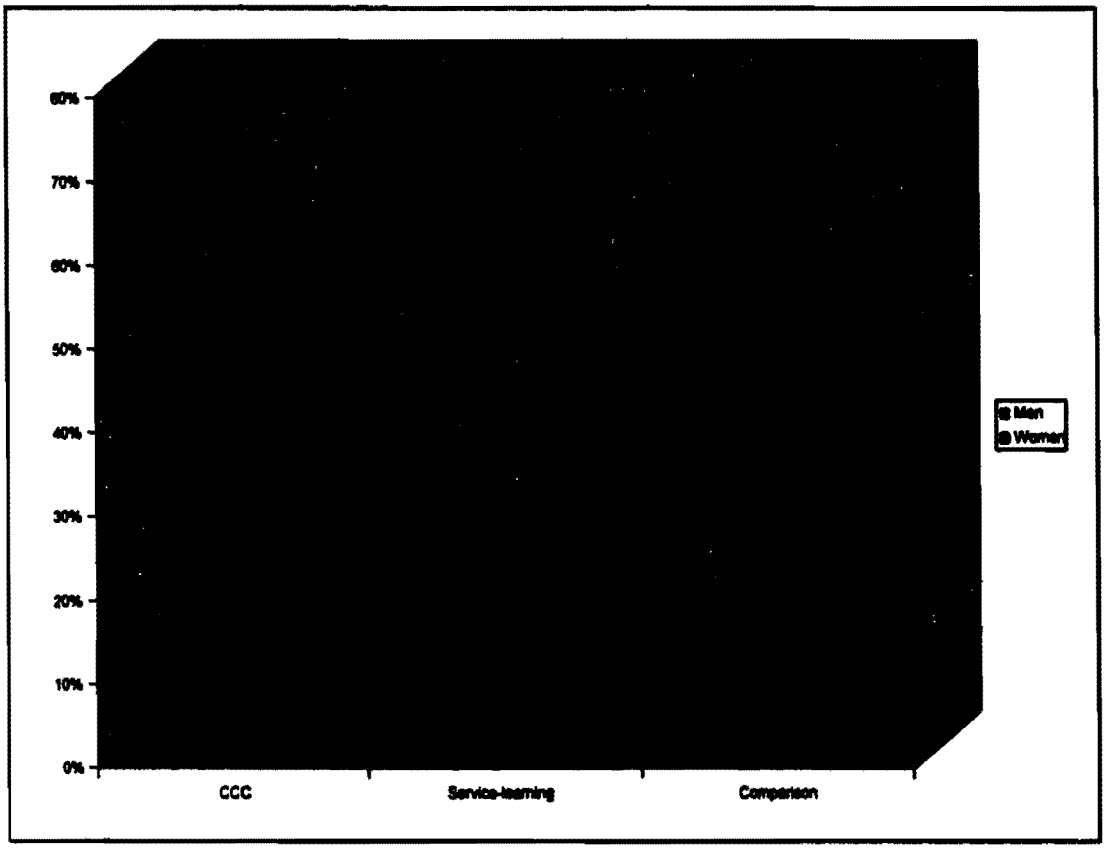


City Community College demographics do not include tallies for students of Middle Eastern heritage, although the college certainly does enjoy representation from these communities. The graph, therefore, reflects the absence of Middle Eastern representation in CCC's demographic survey, and does not adequately reflect the number of Middle Eastern students on campus.

One other comment is salient here: The above graph shows a marked difference in the percentage of Caucasian students on campus compared to the Caucasian students enrolled in both the service-learning and the comparison classes. I cannot pinpoint the exact reason for this discrepancy, although basic writing instructors will find such disparity familiar.

Figure 3 presents the last available demographic information (CCC, 1999) for City Community College gender distribution, compared to the service-learning class and comparison class gender distribution.

Figure 3: Gender Demographic Percentages of City Community College Compared to Service-learning and Comparison Classes



Overall distributions between the service-learning and comparison classes and campuswide statistics vary slightly.

The above look at institution-wide demographics shows that both classes included in this study were fairly representative of the campus as a whole. There are many more young people in these courses than one might predict from the college demographics, although this discrepancy might be explained by the daytime scheduling of the classes and the tendency for students in the 17-19 age range to attend daytime classes rather than evening classes. The lower percentage of Caucasian students enrolled in the classes

compared to Caucasian representation on campus is more difficult to explain, although basic writing instructors will certainly find such disparity familiar. The reasons for this discrepancy may be complex, and are outside the boundaries of the current study.

Cross-case Comparisons According to Coding Theme

Within this chapter, and in subsequent chapters, I quote students' writing verbatim. Spelling and syntax errors are left unchanged. I decided to leave student quotations unedited not to highlight students' writing difficulties (although these will certainly be apparent) but to maintain the integrity of their ideas.

Tutoring Process and Experience

The theme of tutoring process and experience developed from my students' and my actual experiences within the tutorial component. The data discussed here address the study's primary research question, "How does literacy-based service-learning affect the quality of California college basic writers' experiences in the basic writing classroom?" The data also address two secondary research questions: "How do basic writers feel about and make sense of their participation in a literacy-based service-learning component within a basic writing class?" and "How does a basic writing instructor feel about and make sense of her participation in literacy-based service-learning?" I excerpt and comment on student reflections from four specific points in the semester, and after each specific reflection, I introduce my own reflective journal entries written the same day as the students' reflections.

Students in the service-learning class tutored reading to ESL students for ten weeks, one hour per week. To balance the number of tutors with the number of ESL

students, tutors often were assigned to more than one tutee. Service-learning students who had shown a pattern of class absences were paired with another service-learning tutor, so that in several groups, two tutors worked with two or three tutees. Although service-learning students wrote reflections throughout the semester, I have culled four separate reflection prompts for in-depth analysis. Students wrote the first reflection before they began their tutoring experience; students wrote the second reflection directly after their first tutoring experience. The third reflection was written halfway through the tutoring component, and the final reflection was written immediately following students' last tutorial session.

Before the first tutoring session.

During the fourth week of the semester, service-learning class students began tutor training. Before discussing or practicing tutorial methods, students were asked to reflect on their anxieties, attitudes and expectations (Rabow et al., 1999) concerning the upcoming tutorial experience. Students' responses fell into several categories. Most reflections were passionate and full of emotion; the majority of students were anxious and afraid. Several mentioned that they might be the ones who need help, instead of their tutees:

> When I first herd about this tutoring experience, like everybody else I did have anxieties. How am I supposed to teach someone else something I am not good at myself. Its like teaching a cooking class when the only thing you have ever made is macaroni and cheese. Its as if I have to teach my self in order to teach others. Of corse I know how to read and write, and I can understand what to read, but I don't know if Im good enough to teach others (yet)

Another student echoes this theme:

> This experience we are going to work on, to me it might help. But me personally I don't think that I can help anybody. In fact I might need help. I'm not saying Im not going to try, but Im not gueranteeng anything.

The following student struggles with whether or not to get angry about tutoring, and settles for the neutral position of "whatever!":

> My attitude toward the tutoring is whatever! I say that because it is something I have not done, nor do I care about. I have never considered my self a smart person. I do not see why I can even help somebody. I have never delt with this situation, but I am not a mean person so I doubt I will get mad.

Most students were concerned that they would not be able to tutor effectively. These concerns were often personalized, as in the excerpt above, so it was clear that the writers felt tutoring was a good idea as long as they didn't have to be the ones to attempt it. Students questioned what might happen in various tutoring scenarios:

> My feelings about helping other people read Herry Potter are that I dont think I will be very much help so that's why I dont want to do it. What if I mass up, waht if I cant answer their questions. What if they dont understand what Im telling them. Im not a teacher I may have hard time myself, then we both will be in the same boat going no where.

Most of these scenarios contained misinterpretations or the possibility that a tutor might not know an answer, as in the following excerpt:

> My attitude about helping others to read is very good. I feel very excited, thrilled. I enjoy helping others, it makes me feel really good. It shows that I care, and that

I would like for them to improve their skills in reading. It makes me very happy to make a difference in people's life by reading better. My anxieties is that I worry that my explainations such as my interpretation or meaning, won't sound clear to understand for them. I worry that if I don't know something, how am I going to explain to them.

Several students mentioned that their tutees may not like them:

I think this reading experience is sort of cool. I don't really think I will teach them anything. I'm afraid that if they ask me something that I dont know, how am I suppose to answer it. Will the other students even like me. I sort of want to do it, and sometimes I don't I have never done anything like this before. Wait, I did teach my brother how to read when he was in nineth grade and I was in twelveth. I don't think I did a good job.

Other students focused on anxieties related to tutoring students who may be in the beginning stages of English acquisition:

My attitude toward the tutoring session is that I really don't want to do it. I feel like I won't do it right or I won't be able to help someone or teach them anything. I guess I really don't know how to tutor someone in teaching who isn't familiar with speaking English. I'm really nervous about this whole thing. I feel like I'm not going to get through to them or teach them and help them to read in English, a language that they're not at all familiar with reading.

Students who commented on the fact that their tutees would be ESL students tended to be concerned about communication, and that the language barrier might make tutoring even more difficult than it otherwise would be:

I get scared when I have to teach people things especially if they don't understand what Im trying to say.

Other students expressed general anxieties, even when their overall attitude toward the project was positive. The following student questions whether or not she has the appropriate personality to tutor others, and if this problem would inhibit her ability to learn from the tutoring:

My attidude, axnieties, and expectations towards this job are quite different then everyone elses. My attitude towards this is quite positive. I believe it is quite exciting to be able to help someone who needs help however my anxieties are that I just won't be able to help anyone to there full extend of learning. I have no patence and am quite stubborn. What if I'm matched w/ someone who doesn't want to learn @ all? How would I benifiet from that experience?

One student was concerned that her personal views on the book would influence her tutees:

My anxieties. Where do I start!? I have many anxieties. Im a worry wart! I'm afraid that the person or persons that I will be tutoring won't be talkative, and therefor I won't be either. A result of this is that I won't be able to teach all that I want to. Im also nervous that I will be teaching opinion and not fact. If I don't like the book, I don't want them to get the wrong impression of it.

Three students mentioned that they wanted to become teachers in the future, and that they looked forward to the service-learning with both anxiety and anticipation, as in the following student's excerpt:

> This will be like, my very first opportunity to actually try and teach a person. This is my career goal, to be a teacher. It would just be extremely self-reasuring if it is a big success.

And finally, some students did not want to tutor at all. Their reflections are stark and honest:

> I think that this is going to be a waste of time. Im not to thrilled about this teaching. I didn't take this class to be some kind of tutor to a bunch of ESL people. If I wanted to tutor I would have signed up to be one. I hate mandatory things, things you have to do that shouldn't be required. I expect this to be really boring a big waste of time and I don't plan to get anything out of this. Why should English A students have to do this anyway?

Obviously I could not pose the same prompt to the comparison class, but I asked them instead to write on their attitudes, anxieties and expectations toward writing for this class. Their responses tended to reflect their anxieties not about writing, but about passing the class in general. Many comparison class students felt that passing this class was indicative of how they would fare overall at City Community College. Thus, if they passed their basic writing class, they would succeed in college. Students who reflected further on this connection between their writing class and their college success commented on experiences in previous writing classes, and that writing classes had always been their most difficult educational experiences. The students' logic, then, seemed consistent with past experiences of education. If they could achieve at their most difficult task, then they would go on to achieve their educational goals. An important distinction is that students in the comparison class discussed the difficulties of passing the

writing class itself, and not the difficulties of writing per se. Only one student in the comparison class mentioned any particular writing difficulty, and this difficulty (poor spelling) was connected to her concern over passing the course.

I did not read through either the comparison class or the service-learning class reflections until after the semester's end. Yet, I remember the day students in both classes wrote this reflection, and I remember my own anxieties about the service-learning project. I had left the service-learning classroom discouraged and tired. My students, I knew, did not want to tutor. Our discussion in the service-learning class that day had felt, to me, confrontational and a bit angry. My reflective journal entry for the day compares the service-learning class to the comparison class, as both classes participated in similar exercises that led to written reflections:

> The final class exercises today were my attempts to start integrating tutor training into the class experience. I had read Tutoring Matters [1999], and took some tenets from that book. It talks about being aware of "attitudes, anxieties and expectations" that we bring into tutoring situations—so I thought that was a great place to start training. I introduced the topic with an overhead, and put up three big sheets of poster paper around the room with each one labeled at the top either "Attitudes," "Anxieties" or "Expectations." Then I placed markers under each poster and had students go around the room, marking down how they were feeling or what attitudes they were carrying into the tutoring experience. I have to say here that I also had the 8:00am class go through this exercise, but instead of the tutoring experience I had them concentrate on their own experiences as writers and readers.

Both classes were interesting to watch—some people began writing right away, some people stepped back and watched others write first. After everyone had again sat down, I read out loud what was written on the posters. I was surprised at how many people didn't want to do the tutoring experience, or didn't care—on the "Attitudes" poster two people wrote "Whatever." Whatever. They're just doing it, but not thinking about it. A couple people wrote that they did not want to tutor, one felt it was a waste of time. I tried best I could not to take these attitudes to heart—and instead after reading them out loud, I had students journal for ten minutes on their own attitudes, anxieties and expectations. I feel discouraged in here today—students seem so disinterested—except for Jackson. I can't make them enjoy this class—nor writing—plus the comments on the posters have me worried. Am I forcing them to do something they will regret? And always, always I worry about being disliked. Full of "dis" words today.

As I look over both my own reflection and my service-learning class students' anxieties, I see parallel concerns. I was worried that students wouldn't like me—just as many of my students had voiced about their future tutees. I felt I could not make students enjoy the class, and my students had written of similar worries. At the time, however, I did not know that we were all writing about similar issues. All I knew, and this is probably familiar to my students as well, is that I had taken a huge risk—possibly ending up "in a boat going no where," as one of my students put it, and as another student might say, all I knew how to cook was macaroni and cheese. Despite a good deal of planning beforehand, I would not know results until the tutoring actually began.

The students', and my, tendencies toward high anxiety levels before beginning the tutoring experience seem to me to reflect a realistic emotional response. Who wouldn't be anxious over attempting something new, and especially attempting something within a discipline that has always seemed slightly out of reach? For the most part, my students had not tutored previously and if given a choice of topics to tutor, would not have chosen reading. I felt my own anxiety rising as I realized I had not honestly taken into account the risk I was asking these students to take. I was asking them to teach a subject that was not within their expertise, and to reach students despite the fact that their tutees' low English skills presented a built-in communication problem. In hindsight, I wish I could have spent much more time and effort on this phase of the service-learning session, and perhaps have students in the service-learning class meet the ESL students and get to know them a bit before commencing with tutoring.

After the first tutoring experience.

Directly following their first tutoring experience, students wrote another ten-minute reflection. These responses also presented various themes. Most students commented that they had, much to their surprise, enjoyed the tutoring session:

> Today helping the person that I was working with was very fun. When I first found out that we would be helping some eles with the book I don't like it. I thought it was going to be hard. The person that I was helping today read very well, there was a few words that she could sound out so I help her with them. She was a fast reader and understood a lot. I really don't have to help her as much as I thought because she already know. Like some of the other class mate said there

was a time when she was like what are they talk about she didn't understand. So I broke it down for her and so then she understood.

Another student was surprised at her tutee's preparation as well as her own reaction to the session:

> I was most surprise because my tutee really knows the material. Yeah we did have to look for word meanings but she enjoyed and I can honestly say in some way I did helped her out. It's a nice feeling because I thought it's just going to be okay, but the thing is I myself enjoyed it. Hopefully, I will continue to be okay and to enjoy and I do hope she shows up again next week.

The following student found that her tutee was also facing fears:

> Well, the tutoring experience went really well for today. At first I was kind of terrified but when we started discussing about what had happened in the previous chapters of the Harry Potter, she was in to it, and I was glad. I told her that it's going to be okay and assured her that theres no need to say I'm sorry when she makes/mispronounced words. During the course of the tutoring, I found myself laughing and enjoying the whole experience, and I really believe that she did too. It was a great experience and I'm really glad that I can do it again next week.

Many students commented on how they managed to negotiate the tutorial process. They simultaneously were learning how to teach and learning how to recognize student difficulties:

> At first I didn't know where to begin because the person I was help had just come over from another group. He couldn't really speak English but I asked him questions anyways. He told me that he didn't know whats going on in the book at

all considering the fact that he is already on chapter 6. I was thinking to myself whats the point of reading from here if he doesn't already know whats going on in the book. I tried to tell him what had happened in the book before chapter six but I don't think he understood but he noded his head anyways. Then I had him start reading. He did a pretty good job but needed help on a couple of words. I think that he was just reading words and not comprehending whats actually going on in the book. To me that's pointless because hes not getting anything out of the book. They are just blank words that he is able to read. The words are entering his mind but nothing comes out. Next Monday I will try to help him better because since this was the first time I helped him and I didn't know what to expect.

This student discusses the difference between "just reading words" and reading comprehension, and with this information in mind, begins to plan ahead for next week's session.

The following student reveals the complexities involved in tutoring. After a brief description of her tutees, the student diagnoses a reading difficulty, wonders about the book choice for these students, and then tailors her tutoring plans to match both the book choice and the tutees' difficulties:

I really enjoyed tutoring my tutees. They were both females and both from Korea. They were having a difficult time reading things like 'ter, 'er. I wish they had a easier book to read so they would realize that these aren't the words that we use normally. For next time I would tell them when these words are used and in what situations so they have a better understanding of the text.

Many students included in their reflections plans for the following week. Even those students whose reflections reveal the fears of working one-on-one with a peer also included ideas for their next meeting, as in the following student's reflection, repeated here in its entirety:

> I was a bit nervous going into this project thing. Well now I've finished my first session with my tutee. I forgot her name, but she was a very nice dark skinned girl who I assumed was French due to her accent & something she mentioned. I didn not ask many questions about her which I definatley plan to do next time, but I did ask many questions during our reading session. I didn't stop her as much as I should have. I felt bad. I feel like she thinks I'm trying to be all smart, like "I'm smarter than you because I know what this word means and you don't" I can tell when she doesn't know what a word means. Usually, it is when she can't pronounce it. She was very good about asking for help when she needed it. She had a hard time pronouncing her "it's", and if I was not reading along, sometimes I would have had no idea what she was saying because of her strong accent. All in all, I had a fun time. I feel that I can make a lot of progress with this particular student.

The student struggles emotionally with her own part in the tutorial process, and wonders at the abrupt turn of events that has made her a teacher instead of a student. She worries that her tutee will see this change in position as a show of power, although at the same time the writer recognizes that she must listen carefully in order to understand her tutee's heavily-accented English. The multiple levels of awareness demanded of the student are summed up in her final sentences: "All in all, I had a fun time. I feel that I

can make a lot of progress with this particular student." The student is, at last, able to bring together the multiple threads of awareness necessary in the tutorial process, and can even make a projection about her tutorial relationship.

My reflective journal entry for the first tutoring day reveals the tremendous amount of organizing and strategizing that went into this first tutorial experience. I have included the journal entry in its entirety for several reasons. First, my own attitudes and anxieties before the tutoring gave no indication of how successful that first day would really be—yet, the anxieties were real, as were my students', and only through experiencing the success of the actual tutoring session was I able to relax a bit and look at possible outcomes.

Second, the ESL instructor and I had discussed various ways of grouping students together. Yet, the last-minute groupings were subject to absences and, as is seen from the journal entry, room availability and gender—although the ESL instructor and I organized gender pairings differently.

Finally, the ESL instructor and I had realized that one classroom would not hold both classes during the tutoring sessions. Therefore, after vain searching for an available room on an impacted campus, we split the tutoring groups in two. Half of my students reported to her classroom, and half of her ESL students reported to my classroom. One further complication: My classroom was actually a computer-assisted instruction lab (CAI lab), and all desks had computers installed on them. The room could not be reconfigured, although chairs could be scooted around and drawn up into groups. All of these considerations played into decisions made on the spot, and I found myself continually organizing and reorganizing throughout that first tutorial hour.

Today was the first service-learning experience for students in this class. I was nervous all weekend—couldn't sleep well last night because I was ruminating about the whole darn thing—but I couldn't be more pleased. It was wonderful.

At 9:50, Kelly Chin [the ESL class instructor] showed up at my classroom with her students in tow. She said five of my students were already at her classroom, and she had begun pairing up students. I was really surprised by this—my students, early? That doesn't sound familiar. Kelly had told me on the phone last night that her students are always prompt, but I didn't expect this from my students. I think I need to reevaluate my perceptions and expectations of my students, because I'm obviously wrong.

Kelly said her students had already self-selected themselves into pairs, and seemed to be more comfortable in pairs than in tutoring individually. As my students came in, we assigned them to tutee pairs and my students began working. I was immediately impressed with my students—they right away engaged the tutees in conversation, had them start reading, and—body language—leaned forward toward the tutees.

We ended up reconfiguring some of the groups to accommodate all the tutors. As more of my students came in the room, Kelly asked some of her students if they would split up and have their own tutors. Some felt comfortable doing this, some wanted to stick together. Then there were a couple of my people who hadn't been to our training class last week, and frankly were spotty in

attendance anyway, so I put them with students I knew were reliable. That way, no ESL students would be left without a tutor in case of class no-shows.

One point of difference between Kelly and me: I had women tutoring women, men tutoring men. Kelly, in her classroom, thought it would be "fun to mix it up" so she deliberately mixed genders. I deliberately kept genders same, because I was afraid students would be more nervous with a different sex tutor or tutee, but Kelly seemed really comfortable with this. I think the difference is her experience—she has years of ESL experience, and I have none. I do feel the need to play it safe where ESL students are concerned, because I don't have the background or knowledge to deal with what complications might ensue. A good argument for having the site supervisor—in this case, Kelly since she's the instructor of the tutees—work closely with the SL instructor. I hadn't thought about the possible gender problems beforehand, but I found myself erring safe as we split people into groups.

There were nine groups of varying configurations: one tutor/tutee, two tutors and one tutee, two tutors/two tutees. I noticed that when there were two tutors in a group, one took the lead. The lead person was the one who had originally been placed in the group, with the more silent tutee added after the session's start.

Students asked me only twice for help, and both were for ways to explain Hagrid's dialogue—specifically, what does "er" mean.

At 10:45, I told students to wrap up. My students took a break until 11am, and then by that time the English A students in Kelly's classroom had returned.

We had a short large group debriefing, which I think was the most telling moment of the day—and the most exciting. I asked students generally what comments they had, what they noticed. Several students immediately raised their hands. The comments were similar—"Why are the students reading this book? It's too hard for them!" I said it was a children's book, and it was easy for the English A students. They agreed it was easy for them, but not for students who didn't understand English. My students' concerns fell into several categories:

- difficulty with fantasy/real world distinction
- difficulty with special vocabulary, i.e., Hagrid's Cockney dialogue
- Reading and pronouncing words without understanding them

I was really excited that they were recognizing the distinctions between their ability to read and conceptualize the novel and their tutees' abilities. It meant to me that they were thinking deeply about implications the novel might have for others. And these implications may not have been apparent if students had not tutored!

After this short discussion I had the students write a ten-minute journal reflection on their first tutoring experience. I hope these reflections give me more info, especially from the students in my class who don't speak up very often.

As I look over both the reflections from before and after the first tutoring session, I realize that training beforehand was crucial to the success of the tutoring experience. Students had role-played, taking turns as tutors and tutees, and practiced strategies for engaging their future tutees (Foot et al., 1990; Rabow et al., 1999). That training,

together with reflection and discussion, provided a practical bridge for students to move from their original response to participation in the activity.

Halfway through the tutoring component.

The following student reflections were written after students had completed five hours of tutoring. By this time, most organizational difficulties had calmed down (there remained some shifting of groups from week to week, as tutors or tutees were absent). Some students mentioned during this reflection that the tutoring was helping both their tutee and themselves:

> The past couple of weekes in the tutoring service have been fun. I have found out that they have really improved, since the beging of the program. They seem really into the fact that they are learning, and seem to be understanding the material. As for me I'm really pleased with the way that I have been able to help them. Cause at the beginning I was a little scared because I wasn't sure how to start and how I was going to explain all their questions. But as I look at it as a whole overview I see that it is going good and I'm proud at how much I have have improved and how my tutor has improved.

Another student shares this view:

> The process that me and my tutee are making is helping me and him both. I even show him some of my essays that I have wrote and let him read it over and try to understand it.

The following student remarks that tutoring can be boring as well as helpful:

> Now that we are half way done with our tutoring I feel kind of happy. Im happy that my tutee has improved and hope that she will improve even more in this

second half of tutoring. I fell like Ive improved and am more confident in myself that I can actually help someone. Im happy also that it is almost over because I feel like we do the samething every week and my tutee doesn't want to change anything she just wants to read it and I get board w/ that.

Only one student remarked that he still didn't like tutoring, but was learning regardless:

I am happy that this whole tutor experience is going by so fast—but yet so smooth as well. The stint as a tutor has shown me I am able to teach somebody something important to them. I still do not enjoy doing this, but I'm a fighter, I can stick this out with the best of them. When this is all over I can look back on this as not some experience that I was forced to do, but as something positive and moving for myself. I have never considered my-self as an enfullence on anybody, but with this it may all be different. Being a tutor is not fun, pleasure or even stimulating, but a tiny bit of comfort knowing I have done something positive in a person's life. The second half should be as comforting as the first half was.

By the halfway point, one student who had not wanted to tutor changed his mind. Along with enjoying the process, he also notices how difficult teaching can be:

At first I wasn't looking forward to helping people read. I felt that it wasn't my responsibility, actually it still isn't my responsibility to help these people read but you feel a lot better helping someone progress in thier reading like these students are now. Knowing that you were the one that helped them get there, that you were the one to help them suceed what they are trying to achieve. I feel good because of it.... So far I've helped a couple of people and its hard to adjust to their type of reading and ways to help them out because everybody has thier own

style and ways of doing things. So I find helping these people a challenge to myself because with the number of people I've already helped I have to find different ways of helping that particular person, and after Im done I feel good that I've helped them the best way I could and I hope they feel good and that they have learned something after I have tried to teach them.

Other students also remarked on the difficulties of teaching. Most of these reflections take on a very personal tone, as if from one teacher to another. I can easily imagine the tutors trading these stories as any group of teachers might. They read as if we're in the teacher's break room, all sitting around chatting about students. The following student discovers that it is possible to tutor three people on three different reading levels:

I have three tutees, they are three girls their names are Mary, Akiko, Youme. All three of my tutees are on different levels. Norma is more advanced in vocabulary, comprehension, and pronounciation. Akiko needs more help in comprehension. Youme is in between both of them. All three of them are improving very well. They are doing much better now then when I first started teaching them. They enjoy reading Harry Potter. Although they find this book too hard to read. Because of all the weird names and because it's a fantasy book and Hadgrid British accents. My method that really seems to work is I have each one of them read one page and then I ask them questions based on what they read to let me know that they understand what they are reading. Its hard for Akiko or sometimes Youme to summarize what they read in that one page, so I ask them questions so its easier for them.

Sometimes one can be too good at tutoring, as the following student discovers:

When I first started tutoring, I was tutoring a young girl from Germany. She has been here for about 2 or three years and her reading is very well. She understands the words and what she is reading. She has some difficulty with her vocabulary but other than that she does very well. About two weeks ago my tutee brought her friend, informing me that she didn't like her tutor, and asked if I would tutor her. She is on a different level that the girl I started tutoring. She has a hard time seperating her sentences and paragraphs, she combines everything together without pausing. But over all I think both of my tuttees have improved. Besides them improving I believe I have also improved as a tutor. I feel like I can help them and teach them better that I did when I started.

Most instructors have experienced the following student's frustration of having tutees come to a session unprepared:

I was discouraged by my tuttees today. It was so crazy today, it seemed to me that they didn't read chapter 10 because they were completely clueless about the important events of chapter 10. They were asking me the questions that I am suppose to ask them. One of the ladies asked me to summarize chapter for them in 5 sentences. They asked me about any new characters. They asked me about the important paragraph & explain it to them. This pissed me off. It seemed like they get the Tutoring Methods Update sheet & started to quiz me on the stuff that they were suppose to know. I showed them the paper and I told them that next I will ask them the questions that were asking me. They didn't have their vocab. cards I told them to bring that also next time I see them. That way they can read the chapter ahead of time and I could help them understanding it better.

While my students were mulling over the various aggravations of tutoring, halfway through the tutoring component I was still concerned with organizational issues and the room configuration, matching up tutors with tutees. I had begun to see relationships forming with tutors and tutees—groups that I didn't want to break up. This led to difficult issues when a tutor or tutee was absent, as well as increasing concern with students who frequently were absent and had not formed a tutorial relationship with anyone.

My role in my own class had changed. I rarely perceived myself as the instructor of the class. Instead, somehow my students had become the instructors and I was a discussion facilitator and tutorial organizer. Sometimes I felt like all I did during a tutorial session was problem-solve. It became very easy for me to lose sight of the tutoring while concentrating on making sure that tutorial groups were complete and everyone had books to use. My journal entry from the halfway point is concerned not with teaching but with the behind-the-scenes work that makes teaching possible. I had gone over to the ESL instructor's room to check the whereabouts of a tutee, and stayed to watch the tutoring session in progress:

> It was valuable for me to observe Dr. Chin's class today. I saw the tutoring groups deeply engaged in their activities, with the individual desks scooted around to face each other. In my CAI lab, I saw students attempting to do the same thing, but I'm thinking now that the computers are way too distracting. They cut up the space and make it difficult for students to meet in groups. I didn't notice this so much before, but it's just too easy for students to turn toward the computer—even if it isn't on—because they can use the small desk space in front

of the computer to rest their books or other materials on. I see the necessity of this, but I also notice that they are then turned toward the same desk instead of toward each other.

Another observation about the computers—when tutors have no tutees, they tend to turn on the computer monitors and surf rather than finding a tutee who needs help. Kevin was surfing the net today. I don't think his tutee showed up, so he just started doing the next thing in front of him. Lakesha and Lynn also surfed—they sat next to each other and I believe they were waiting for me to find them tutees. What's happened, though, is that these three students have spotty attendance (Lakesha and Lynn are rarely present), and have not formed any relationships with tutees. All the other students have formed relationships to the point that it would be unfair to mix up groups or add/subtract tutors to any existing groups. Maybe Lakesha and Lynn are out of luck then—at least Kevin has tutored the same person a couple of times, and I didn't see that person here this week. On the other hand, neither Lakesha nor Lynn have tutored one-on-one. The couple of times they've been present during the SL time, I've sat them at existing groups. The connection here with computers: I think not having a computer in front of them would help these non-service type of students because they couldn't so easily put their attention onto a computer screen.

I see a couple of issues here. One is the actual configuration of the room, and the distraction of having computers present. Two is the necessity to engage students early-on in the SL process, or I risk losing them.... The absences for all three have kept them from forming relationships with any one tutee, and even

when there's a tutee available (if their tutor has not shown up, for instance), I think at this point it's unfair to put a tutee with a tutor who doesn't have much experience. This was the situation today. Viv was absent, and her tutee sat and read on her own. I thought for a moment about putting her with Lakesha or Lynn, but the other time Viv was absent, the tutee had declined to work with anyone else. An important issue—I need to think of the tutees as well as the tutors, and what the tutees are getting out of the experience. I chose to have the tutee read on her own.

The other tutoring groups in the room were actively working, and it really is wonderful to see them talking and reading. After the SL had ended and the tutees had left the CAI lab, I walked around the room and talked to some of the tutors:

--Cynthia said her tutee showed up with an additional young woman—another tutee. Apparently this woman didn't like her tutor in the other classroom, and so Cynthia's tutee wondered if C. could tutor both of them. C. said she was surprised, but it was all right. C. notices a large difference in skill level between them. Her original tutee was quite advanced at English, and this tutee, a Pakistani, has been in the country only 6 months.

--Kimberly says her tutee just wanted to talk about Halloween—this was his first time experiencing Halloween, and he was pretty entranced by it. He said he went to Knott's Scary Farm, which is always a huge event for young people in So. Cal. I think Kimberly mentioned he'd been in the country about 6 months. Kimberly

kept trying to redirect him toward the Harry Potter book, but had a difficult time keeping him on task.

I know each student has experiences with tutees, and I started thinking about week 12—the students are in their sixth week of tutoring, slightly over halfway through. At 11am, when we had all reconvened in the CAI lab, I asked them to write a reflection on their experience—who their tutees were, the progress they'd made, what the tutors felt they'd contributed to their tutees' progress. I'll be interested in seeing what they have to say. I peeked and read Lakesha's—how valuable the tutoring is, blah blah blah. A reflection is not necessarily a true reflection. I think she was writing what she felt she should, rather than writing that reflected her own experience with SL.

My favorite time in the tutoring sessions came afterward, when I could walk around and chat with the students. These were the times they talked the most about their tutees and the entire tutorial experience, and they seemed at ease with me. They actually talked with me as if I were a fellow teacher rather than their teacher. We could commiserate or celebrate together. I looked forward to these moments, and recorded them in my journal as if they were small gifts.

Looking back on the experience, I realize now that an extraordinary shift in class dynamics occurred somewhere in these first few weeks. It seemed perfectly plausible to me at the time to have my basic writing students discuss their tutoring situations with me as if I were their peer—that is, a fellow instructor. In retrospect, I cannot remember another time when I have discussed pedagogical strategies and classroom situations with anyone other than my colleagues.

The above entry is both enlightening and frustrating to me, because I see the overwhelming amount of time spent organizing tutoring groups rather than capitalizing on the opportunities presented by my students. Had I been aware of the truly unusual connection my students and I shared—that is, we were all teachers rather than students and teacher—I could have explored ways this connection could further help basic writers. As it is, I am reminded by my above journal entry that the task of facilitating a service-learning experience is crucial, although the time involved may affect the students' educational outcomes. My situation certainly strengthens the argument for employing a service-learning site coordinator. Although I managed by myself, the majority of my reflective journal entry concerns the who, what, where of the day rather than the more pressing issue of why and how basic writing students saw themselves as teachers.

After the final tutoring session.

Ten weeks after the students had first met their tutees, the tutoring groups met for the final session. After their tutees had left for the last time, students wrote a ten-minute reflection. Many students reported a change in attitude, and for some students, this change was drastic:

> My attitude changed a lot during and after these tutoring sessions that we've done. At first I expected it to be a waste of time and I thought it was going to be really boring, but after I started to help people with thier reading I didn't think it was stupid after all because I was helping people with thier reading. I did get a little frustrated at times though because the reading was easy and it seemed for the tutees that it was the hardest book in the world, but I guess I have to ease up because they are just learning English. I have to say though that it wasn't a

complete waste of time because from the reactions I got from the people I helped was good and they told me that they understood what they were reading a lot more after asking me questions about a particular chapter or a part in the book. So that made me feel good knowing the fact that I could help someone out with thier reading. So all in all my attitude changed from bad to good over the course of these past weeks.

Some students reflected on the lessons they'd learned over the past weeks:

I think that are tutoring sessions went very smoothly. I think that some people that didn't think that they will be able to contribute anything at all even they made a difference. As for me this was a very positive experience. From this session I realized that tutoring takes patients, knowledge and a positive attitude. I had to be very patient. I had to work with my tutees not just give them answers. To be successful, I needed to know the book well enough to answer any questions.

Some students had come to the realization that a tutor does not have to know all the answers or even substitute for an instructor. Instead, the tutor augments what the tutee is already learning:

I was still nervous that I was gonna fail in my attempts to help him but as the semester flew by I realized that he wasn't expecting me to be great he just wanted help to go along with what his real teacher had been teaching him. Overall it was a good experience.

One student commented on the dynamics of teaching her second language to another second language learner:

> It was a great experience. I never knew that I will be able to teach my second language to someone else. I'm really glad that I did it. When each session started, I became more at ease and more confident that having a knowledge that I will make a difference in my tutee's life—the ability to comprehend the material, and read well at the same time. At the last session, I finally saw it...I did made a difference. They thanked me for guiding them and helping them be a success in reading. I was very pleased because I learned something from them too. That is, if I set my mind on something, I can honestly do it without any hesitations coming from myself.

One student saw no change in his attitude toward the tutoring, but recognized the personal value of the experience and did change his attitude about helping others:

> I went in to this with an attitude of "Whatever!" I came out with the same feeling. I say this because I have no assperations of teaching its just not my deal you know. I think the concept of helping people in need is wonderful. But like everything else I feel there are people who want to do that and I am simply not one of them. I feel the experience itself has made me a wise person cause now I have learned something new in life. The fact I helped a person put a nice feeling in me, but in the future I want to help others in a manor of something I love to do and to those who seek help in what I love to do. What I learned is this, I like the fact about making a difference and helping somebody, but for me not in reading.

The above student recognizes that the experience of helping another is significant, and that the context must be one that holds personal meaning for him. In other words, the

student did not enjoy reading, and therefore did not change his attitude over the course of the semester toward tutoring literacy.

Other students remarked on the reciprocal nature of tutoring:

> I helped them as much as I could but sometimes the would help each other. I was scared at first, but what I didn't realize was that they were just as scared as me. We were both learning something new. They were learning to read and I was learning to teach the skills and knowlege that I have.

Another student comments upon the same theme:

> After the project started I began to feel more like everything was going well and I started to feel like I had actually accomplished something. I realized I was contributing to my end of the bargin. I was helping someone who was indeed in need of help. I helped her accomplish her goal and I did to, accomplish mine. Looking back now, I don't know why I was so scared.

Other students focused on the difficulties of ending the tutorial relationship:

> My 2 tutees thanked me for the little or much that I help them in their path to developed their English language. One of my tutees even gave a little present that made feel very good. She gave me a pencil. It was not that much but I know that she meant it. She was very thankful and she said that she learned a lot from my experience and the tutor session. When we saw each other for the last time, we feel sad, it is something that I can not explain but it happened like that.

And finally, one student realized the importance her presence made to her tutees:

> In the begininng I was very nervous. I thought the tutoring would be much harder than it was. Once I started tutoring I found out that it was not hard at all it was

easy. The tutees just want someone who they could ask questions to and not feel embarrased. My tutees told me that they loved my help and would feel embarresed asking a teacher the things they asked me.

My reflective journal for the last service-learning session is notable because, as this was the last session, the organizational needs of the group had eased up and I had the chance to watch the groups wrap up their last session. Here is my entire entry for that day:

> The last service-learning day! I was really excited—partly to see it finally end, and partly because that meant the class had successfully completed the SL component. When I went over to observe Dr. Chin's room, Dr. Chin told me that her class is on chapter 16 this week. There's only 17 chapters in the novel, so my students had been able to work with the class from chapter 5 to chapter 16. Not bad. The class as a whole is on ch. 16, but individuals are at varying places. Some tutees were finished with the Harry Potter novel by today, and so a few tutoring groups didn't have anything to do. Joanne and her tutee finished the novel during their session, so they sat for the rest of the period and talked about their heritage. Joanne's tutee is Mexican—I heard Joanne explain how bad she is at Spanish, and the two talked about where Joanne's parents were from (her father's from the United Kingdom).
>
> Betty mentioned before the tutees came in that it's best we're ending this week, since her brother and sister duo are also nearly done with the book. Daniel and his tutee talked about her final summary, and a bit about the novel itself. I heard Daniel ask "Are you gonna throw that book away now? Are you gonna

burn it?" I couldn't hear the tutee's answer. Then they began looking at Harry Potter-related websites, which I thought was pretty cool. It was the first time this semester that I was glad we were in the computer lab.

Some tutees didn't come at all today. I wondered if they were also through with the novel. In particular, Anne, Tom and Kevin didn't have tutees there. Tom let me know that his tutee was done with the novel. Kevin didn't really have a steady tutee; he tended to be absent quite a bit, so there was no particular tutee to put him with. And Anne's tutee just didn't show.

At 10:35 I announced that tutoring groups had 10 minutes left, and mentioned that since some groups might be through with the novel, they could wrap up their session. I also reminded them that this is the last time we'll be meeting in tutorial groups. Only a couple of people left. At 10:45, other groups began picking up their things and saying goodbye. I heard several "thank yous" as the tutees left, and Betty looked at me and sort of saluted—kind of a gesture of ending, I thought.

I talked to Joanne briefly after her tutee left. Joanne is very sick—stuffed up and such. Sounds like what I'm still getting over. I had her give me her draft to pass on to her other group members, and told her to go home. She said she came in because it was the last tutoring day, and her tutee was so nice she didn't want to miss the last day. I appreciated that. I asked her how the tutoring went, and she mentioned that her tutee read very well but had trouble with comprehension. They ended up taking turns reading pages out loud, and then would stop at the end of each page and talk about what happened in the page.

I am intrigued by the ease with which students discussed their tutees. After tutoring sessions, and in our Wednesday class sessions, students spoke with confidence about ideas they'd tried, methods that either did or didn't work, and particular reading issues their tutees faced. Students had entered the discipline of teaching reading, and were discussing this discipline with the expertise and confidence that comes with experience. I am reminded of Bartholomae's (1997) argument that students must continually reinvent the university as they write. Each time a student puts pen to paper, she must enter the world of a particular discipline, with its varying and often exacting terminology, history and audiences. If students must cope with entering an unfamiliar community and addressing an unfamiliar audience, then perhaps we might provide students with the expertise before they write in a specific discourse community. In this respect, service-learning pedagogy would supply students with expertise as well as course-based discourse and writing assignments.

In addition, I notice, in my own reflections and in my students' reflections, a change of focus as well as attitude over the course of the service-learning component. Students tended to use analysis in order to determine what methods might help their tutees, and developed diagnostic skills that are apparent even in the last part of my final entry. Conversely, I used organizational skills that kept the tutoring sessions running smoothly but that hindered my ability to fully integrate the service-learning component into the course curriculum. Had I, also, been able to engage in analysis of the service-learning experience, my students and I could have more fully shared our ideas.

The dynamic of having a basic writing class change from the expected student-teacher relationships to tutor-teacher relationships is profound, and has led me to revise

my own ideas on collaborative learning. I had originally agreed with Fox's (1999) view that peer collaboration is an essential step away from "the instructor's collaboration with the institution" (p. 39). Inferred in this model of peer collaboration is the need for students to collaborate with each other in order most fully to enter the academic community. Yet, what I found in my classroom was the ability for me, as instructor, to collaborate with my students, as tutors, in a manner and at a depth I previously had not experienced. Perhaps the definition of "peer" in "peer collaboration" had been expanded through the service-learning experience to include not only students working together but also their instructor working with them for a common and appreciable goal.

That common goal is apparent at the end of my last reflective journal entry. Instead of discussing in my reflection the end of the service-learning component, as I had originally begun to do, I end up relating a conversation with a tutor about her tutee's difficulties and how she had addressed them. I am reminded in reading this final reflection that the heart of service-learning truly is the connection we make with others. My students forged relationships with their tutees, certainly, and I also developed relationships with my students in ways I hadn't previously experienced.

Literacy Cognition: "Potterisms" and the Perception of Power

The following data reveal significant differences in students' thinking and reflecting upon literacy concerns between the comparison class and the service-learning class. The theme of literacy cognition developed from my desire to address the research question: "How does literacy-based service-learning change or affect thinking about and understanding literacy in basic writers?" To address this question, I chose one particular

reflection conducted more than halfway through the semester and used the results of that reflection as the basis for my cross-case comparison. Because I continually collected data over the course of the eighteen-week semester, I had an overwhelming amount of data from which to choose. I ended up selecting this particular reflection at random, although I was influenced partially by the fact that both the service-learning and the comparison classes had responded in this instance to the same prompt. I focus on just one reflection, written in the eleventh week of the semester, because the responses here were indicative of the class discussions toward the end of the semester.

During the eleventh week of the semester, I distributed a recent Wall Street Journal Interactive Edition article (Rose & Nelson, 2000) to both classes. The article described the phenomenon of individuals both in school and the workplace adopting specific vocabulary from the Harry Potter book series. The article's lead-off example mentioned employees in the large corporation Microsoft vying for the opportunity to be viewed as "wizards" by colleagues. Other examples included using wizard vocabulary to relieve stressful situations.

I read the article out loud to both classes, while students followed along on their own copies. Students in both classes were presented with the same article and a basic tenet that "Potterisms" are becoming more common in a variety of public and domestic settings. We then discussed the use of what the article termed "Potterisms," and whether the vocabulary was short-lived or would become a permanent part of western culture. By this time, students had read the entire Harry Potter book and had shared in several class

discussions concerning the plot and characters. After the discussion, students wrote a ten-minute timed reflection. I instructed students in both classes to reflect on the article.

Comparison class.

As I read through the reflections, distinct themes emerged in each class. The comparison class data reflects two related arguments. In the first and most prevalent argument, comparison class students read the distributed article but were unable to position themselves within the issues surrounding introduction of a new vocabulary. Instead, these students focused on the corporate use (primarily Microsoft, which was the first corporation mentioned in the article) of "magical" words and what that word use showed them about the corporations. The logic in these reflections connects corporate personnel with an increase in power, money and intelligence. For instance, one student wrote:

> I think that microsoft is interested in being wizards because they have a lot of things going on. They are always bringing up new software and they know that technology is advancing very rapidly. And they always want to have new software and are creating better and interesting things.

Another student approached the issue of intellectual power more directly:

> It's ok to be another Potter, after all its usually and mostly a sign of greater intelligence. I mean, look at Bill Gates for instance when it comes to microsoft business. He made it big. They dress, walk, talk, look, comb their hairs and wear their shoes different. However their intelligence level is so high that they simply don't pay attention to minor details such as books.

In this argument the student relegates books to an afterthought. What become important are the physical characteristics that reflect higher intelligence, not the book from which these characteristics are derived. In fact, in the above excerpt if one has the intelligence associated with Microsoft, one does not have to notice books at all.

Students who connected the book's vocabulary to corporate use tended to polarize particular words in terms of societal class:

> People who read the novel must think of the word muggle as a lower person in todays real society. On the other hand a wizard unlike a muggle is in the upper class in the real society. They work at big corroparations like Microsoft and are on the board.

The designation of class also takes on positive and negative connotations, as in this excerpt from another student:

> Harry Potter gives double meaning words that gives people a motivation to not be like the negative words or be as the positive words. Microsoft Companies use these negative and positive words because it motivates them to be a wizard who are above muggles and know more. They might see other companies as muggles and want to be above their competators. Coworker's might say you don't want to be a muggle because then he or she might belong to the competators company and not to theirs.

Other students avoided deeper reflection and merely recounted corporate use of the vocabulary:

Hello Journal, today I will write about my good friend Harry Potter. Well Potterisms is very popular not only with but with adult also, for example the people from microsoft using words like "muggle", "Gringotts" and "pensieve" only to name a few.

Although condensing these reflections into syllogisms oversimplifies students' responses, general themes emerge that make construction of syllogisms useful. A syllogism of the arguments illustrated above might look like this:

1. "Potterisms" are now used in important corporations.

2. Big corporations want to be wizards.

3. In the book, wizards are powerful.

Therefore, people who already own power are using "Potterisms."

The logic reflects memory and recitation; the first example in the article involves a name-familiar corporation, one also in the news quite frequently, and students might easily recognize the corporate name. They certainly recognize the corporate power. When asked to reflect, students recall the name "Microsoft" and use this recall for the basis of their subsequent reflection. Reflection centers not on the widespread use of specific vocabulary (a literacy issue) but on the need for professionals in important corporations to be seen as wizards (a power issue). The student herself, however, is missing from the syllogism and so is not only avoiding the more complex issues of literacy but is also denied access to the power inherent in both large corporations and in wizardry.

A second, though related, argument in the comparison class viewed the Potter book series as containing power we would like to have, but can access only through fantasy. In this perspective the student often appears in her own argument, as in this particularly self-revealing excerpt:

> The more I think about it the more I understand why the people at Microsoft Co. love Harry. They would love to have wizardy power. I mean who woulnt. I would love to have an invisable cloak and wonder in other peoples businesses. I would love to have special power and to shut my parents up when they wont stop screaming. I would love to be like Hermione. I could sure use some of the self-descipline she has in school. So by looking at this "potterism" in an objective way is no wonder why people want to immitate a Nerd.

This writer is not speaking to the issue of literacy but to the lack of power in her own life. Comparison students whose reflections center around fantasy and the desire for power situate themselves in the reflection, or mention children or a general group described as "most people" or "we all" (groups popularly but vaguely described as having little power within a culture):

> Children can realate with harry potter because sometimes they just want to disapir when their being bullyd by a big kid at school.

Some students equated "ordinary" life with "boring," and saw the Potter books as a way out of life as usual, as in the following writer's reflection:

> I think most people are fasinated by Harry Potter because most people would want to live in a wizard's live. They are bored with the ordinary life style we are

> living now. So they see Harry Potter as something different not an ordinary life style.

Boredom is associated with "most people's" lives, and the opportunity to participate in a fantasy also presents the possibility of separating one's self from the group: becoming a wizard instead of belonging to "most people." Yet, the writers repeatedly show consciousness that the fantasy is not likely to become real:

> All kinds of people probably like this book a lot because it's very magical in the sense that the story had wizards, dragons, and magic going on. Once in a while it's good to imagine and think how it would be great or exciting if, we the muggles had these kinds of powers, then our lives wouldn't be boring.

As seen previously, to be a "muggle" is not a position of power. Yet, the fantasy allows even "muggles" to try on magical properties. One student reflected this argument with particularly beautiful insight:

> We all want to be wizards in a way, we all want to find something magical about ourself. Like Harry, it take many of us a long time to figure who we are and where we belong. Once we are there everything falls in place, but nothings perfect.

Based on the argument of the above excerpts, a second comparison class syllogism might look like this:

1. Wizards have power.

2. I (and other groups like me) would like to have power.

3. Through books, I can fantasize that I have power.

Therefore, the Harry Potter books are popular.

As with the first syllogism, the students whose work reflected this theme did not directly focus on the issue of literacy cognition. Yet, there is awareness of the power of books and their ability to transport a reader out of "ordinary" life. These students could clearly place themselves in the issue of using wizard vocabulary only if that vocabulary were associated with magical properties that function much as a book itself functions—as an imaginative escape. As with the first group, to be a wizard means to have power. Unlike the first group, however, this second comparison class set acknowledges that when one does not have power, one can gain it only through fantasy. The power is not real—or if it is real, it is not "perfect."

Service-learning class.

Reflections from the service-learning class also presented itself in two themes, although these themes were remarkably different both from the comparison class themes and from each other. About a third of the service-learning class students saw the use of Potterisms as either "good" or "bad," and constructed their arguments based on those value judgements. Their conclusions, however, varied widely. In addition, I found that these students were able to distinguish between how they viewed Potterisms and their opinion of the books in general. The issue of power does arise in the service-learning class reflections, but when power is mentioned or intimated, I found that the service-learning class reversed implications of using the vocabulary, and commented instead on

the negative impact that use of such vocabulary might have on people in positions of power:

> I don't know how people could use them in everyday life. Why would someone who works for a big corperation walk in to a meeting and use these.

Another student reflects upon the same theme:

> I think it would be cuter coming from small children then coming from executives and other important people. It really shows how a person is. If the president used them would people think the same way or would they think negatively? I think it all depends on who says them. I think some people don't want potterism's coming from "important" people.

In this student's reflection, using Potterisms is equated with losing power rather than gaining power. Children are mentioned, as in the comparison class reflections, but in this excerpt children are seen as appropriate recipients and users of the vocabulary.

Yet another service-learning student's reflection looks frankly at the issues of replicating already-existing societal differences:

> They want to change our vocabulary to a wisarding worlds language. Who would be the muggles? And who would be the wizards. By classifying those people, it would just be a way of judging them. We already have enough racism in our world, we do not need to increase it.

A few students mention the opportunity for the books to lift them out of boredom; the theme is a bit familiar, having read several reflections like them in the comparison

class. Yet, unlike the comparison class students, these reflections center not on magic (i.e., "knowing magic can make my life less boring") but on the ability of language acquisition itself to add interest to life. With new vocabulary gained through reading, however, comes an entirely new set of problems:

> I think Potterisms are funny, and add excitement to an otherwise boring day. I would love to use these new Potterisms in everyday language, at home or at work. The only problem is that no one around me (outside of my Eng A class) has read any of these books.

Another student writes more generally of the problem:

> My person opinion about Potterisms is that they are kind of funny. Although there are many people who have read the book, there are also many people who have not. You can make yourself look kind of funny if you use one to a person who has not read the book.

One way to approach the dilemma is to develop protocol for new vocabulary use, as this student reflects:

> They are fun to use and talk about. But I think that in the real world we shouldn't get involved because it will just be confusing to use and to always hear. We have to remember that even though Potter has become very famous most of the people haven't read the book or books. So when using Potterisms we need to know when and where to use them properly.

These reflections seemed to mirror the problems many students face in college, particularly those students who become familiar with texts but find their family and

friends have not read the same texts, and cannot share in the learning process. At the beginning of the semester, students in both classes had read an excerpt from Richard Rodriguez's (1982) autobiographical discussion of education. The Rodriguez text focused directly on the problems a student's advanced literacy might cause in her personal life (in this case, Rodriguez's), and both classes had discussed the reading. Although the service-learning class students' reflections do not directly address Rodriguez's memoir, they do address the same issue Rodriguez raises in his text—that reading texts and incorporating an expanded vocabulary can distance a student from her family and friends. The students in my service-learning class confronted this same difficulty, and struggled to find a solution.

After reading through these service-learning class reflections, I tried to write an appropriate syllogism but could not. Instead, these reflections seem to focus on students' value judgements (Potterisms are good or bad) and insights (often using cause and effect to lead the student to a conclusion).

For comparison within the same service-learning class, roughly two-thirds of the service-learning class students focused their reflection on what effect the vocabulary or book would have on their tutees. Every one of these students felt the Potterisms would have a negative impact on their tutees, and many students debated whether or not tutees should even learn specialized vocabulary:

> Everything that becomes popular will die out because of something else that has become better than that or more popular. I don't I think this will help the tutees; I think it will confuse them. If people start using Potterisms instead of the English

> language then the tutee's will pick up on those and not the English language. So when the Potterisms die out the tutee's will still have to learn the English language.

For this student, Potterisms represent a double peril: They are difficult for tutees to understand, and even if mastered, will lead them down the wrong linguistic path. The tutees will be back where they started.

Many service-learning students worried that their tutees would have difficulty understanding that the words held meaning only in the context of the Harry Potter books:

> Poterism is not going to last long. The love for the book yes, but using the words, I think that's rediculous. In the situation with my tutee, I believe Poterism is too early for them to learn. They are going to think it is a everyday wording that we use, and will effect them later on. ESL students are barley learning english now, they should be given a chance to learn real english then be started on the Harry Potter book.

Other students recognized that Potterisms could not be ignored, and therefore tutees needed to recognize the vocabulary:

> I think that potterism will not end. So it is important for the tuttes to understand that this is something that won't be used in their daily conversation. If it does come up they will have a good idea of what the other person is talking about.

Another student recommends that students understand the context of the book, if not of the vocabulary:

I believe that it is simply a fad or craze. The usage of the words will surely die out with the memory of the book. I would advise my tutees to remember where the words came from and that they are not standard english. I actually start saying muggle and gringotts. I look at it as the more additions to my extensive vocabulation.

Some students rejected the vocabulary outright both for themselves and for their tutees, and one student's reflection reveals a collaborative effort with his tutee:

Personally I believe most of the so called "Potterism" language is very verbose and stupid. I enjoyed the book, but yet found the slang to be incompatent. I view that my tutee will feel the same way being that he has told me time after time that he dislikes the Harry Potter book and would rather read a book of his choosing. We actually talked one day in our tutor session about the slang in the book and how it seems so out there and pointless to have in the story it's self.

In the above reflection, the student uses prior discussion with his tutee as proof that his opinion of Potterisms is valid. If both the tutor and tutee reject the language, then we must accept their decision. The following student echoes this concern, and adds the difficulty of explaining specialized vocabulary to her tutee:

The potterism is something that we don't really used in our regular basic day and we are just used to speack the way we have been talking for so long. For example when I go to tutoring every Monday. The student which I help is asking me if I used words from the book when I speak with my friends and I say no then they

said why are we learning this confused and difficult words. I'll say to them I don't have no idea.

In this reflection, the tutee has already raised the question of Potterisms even before the class read the article. The tutee has asked probing questions of her tutor, as if to validate the use of the vocabulary in the book itself by comparing its use to an English speaker's use. The tutor is put in the difficult position of having to explain reasons behind the instructor's book choice.

Other students commented on the difficulty of tutoring a book with specialized vocabulary:

> Teaching my tutees what "Potterisms is will be very hard, due to the fact that they will find it hard for them to understand. The vocabulary and names will be a struggle for them. I don't really think its necessary to know. I don't see regular people talking and related situations like the Harry Potter books.

The following student discusses the frustration of a native English speaker to tutor a book containing an artificial language:

> The english language is complicated enough, we don't need to incorporate Potterism also. As for my tutee, I do not believe that this was the best choice book for ESL students. I cannot even imagine trying to learn English as a second language. I find it hard enough as is and this is what I've known my whole life. For us to give these students, who are struggling with English, a book with it's own "little" language, Potterism, is downright cruel. I mean, what happens when

> a potterism word comes up and we as the tutor do not know what it means? We can't look to the dictionary.

This reflection is notable for the student's own comparison of herself with the tutees. She knows how difficult the English language has been for her, and she can imagine compounding that difficulty with learning English as a second language. Her ability to compare experiences leads her to a strong conclusion: The choice of this book for ESL students is "downright cruel." Note that the argument does not extend to Potterisms themselves, but to the adoption of the entire book for a specific teaching purpose.

The above sentiment was prevalent in the service-learning class reflections. Several students in the service-learning class used reflection on the article as a springboard for the more pressing argument of whether or not tutees should have to read Harry Potter books at all:

> "Potterism" is a way of language that it's not designed for ESL students. The reason has to do with the variety of "difficult language" that is presented. The books (Harry Potter) are esoteric for non-english speakers. ESL student must learn a good Standard American English so later on in the future they are able to carry on a good educated conversation.

And again, another student's judgment of the book as a teaching tool:

> I think for ESL students the Potter books are difficult reading. The Potter books should be introduced after the english language have been mastered.

Each one of the service-learning class students who mentioned their tutees were advocating for what they felt (and strongly felt) were in their tutees' best interests. I

found that when tutees were mentioned, students tended to see themselves as either a protector of, or collaborator with, the tutee.

As with the other theme that emerged in service-learning class reflections, these responses lent themselves less to a syllogism than to a value judgment (Potterisms are good or bad) and defense of the tutee's rights as a second language learner or of the tutor's responsibilities.

Analysis.

Comparing data from the two separate classes is insightful. The service-learning class used their tutoring experience to forge connections between language acquisition and use of slang, and put themselves in the position of advocate for their tutee. Several noticed the distancing effect between friends and family that resulted with increased literacy, and some students struggled to find ways to bridge that distance—either with censoring their own use of vocabulary or by associating use of Potterisms with child-appropriate behavior.

In contrast, the comparison group interpreted the article as reflective of a power struggle between "us" and "them," with the vocabulary available only to those who already own power (such as corporate executives). When the vocabulary is used by "us," it is used to access the fantasy of power, rather than as a medium to attain power. Although the comparison class reflections, as a whole, do not reflect the theme of literacy cognition, this is precisely what made them so interesting to me. Only when comparing results from the service-learning class did I notice the absence of literacy cognition in the comparison class.

I found the results of both classes even more remarkable when I compared my own reflective journal entry from that class day. I had enjoyed discussion in the comparison class:

> I expected less people here because it's 8am, the morning following Halloween. Yet the class—although not completely full—seemed to have average attendance. I handed out the Wall Street Journal article on "Potterisms" and read through the entire thing. Students were pretty engaged with it—some laughed at certain points—and we had a short discussion following the reading. One student commented on how "in the know" she felt because on Halloween she had seen five different Harry Potter costumes, and even her kids didn't recognize them—but she did. We talked about the way Potter vocabulary is working its way into different factions of life—particularly business. It was an interesting discussion, and a way of bringing the novel into real-life context.

The service-learning class immediately followed the comparison class, and I was mentally comparing the two classes even as I was teaching the second one. In my perspective, the service-learning class was not functioning as successfully as the comparison class; students were difficult to engage in discussion, and seemed to provide short answers to questions:

> Well, to tell the truth, I like teaching this class [the service-learning class] more on Mondays [tutoring days] than on Wednesdays. That says a lot, but I'm not sure what. The students are great individually and in small groups, but in a large-group setting they resist discussion and just sit there. It frustrates me because I'm

finding it harder and harder to bring in the SL [service-learning] component to our Wednesday classroom sessions. Students just don't talk very much, but I know they have much to say. I see them working with their tutees on Mondays, and there's so much energy and talking and intensity and listening...and then on Wednesdays, it's like Monday never happened. How can I help them bring the SL experience into the classroom?

Or do they need to?

Today we did nearly the same activities as the 8am class, but with different results. The Potterism article did not generate the discussion I'd hoped it would, although some students contributed when I asked how Potterisms might affect their tutees.

The comparison class had an interesting intellectual discussion about the article, treating the article as a separate text. This is they type of discussion instructors hope to have in the classroom; students contributed their thoughts and ideas, and further reflected upon their ideas in writing. The discussion followed a template familiar with most basic writing instructors: introduction and reading of text; engaged discussion of text contents; and written reflection upon text.

The service-learning class, however, could not enter into a classical discussion model. For them, it seemed the article was not viewed as a separate text. Instead, students incorporated the implications of the text directly into work they were currently constructing. As students were learning to tutor literacy, they were, at the same time, learning how to articulate that craft. The difficulty arises, then, from the students' own

struggle to articulate a craft they are just coming to learn. Although the explanation here may not fully or accurately describe why the service-learning class's discussion veered a different direction, such a theory does positively correlate with Bartholomae's (1985/1997) discussion of how students enter into an academic conversation. They must first "try on" the discourse, as Bartholomae asserts here:

> The student has to appropriate (or be appropriated by) a specialized discourse... he has to invent the university by assembling and mimicking its language while finding some compromise between idiosyncrasy, a personal history, on the one hand, and the requirements of convention, the history of a discipline, on the other hand. He must learn to speak our language. Or he must dare to speak it or to carry off the bluff, since speaking and writing will most certainly be required long before the skill is "learned." And this, understandably, causes problems. (p. 590)

I had difficulty involving my service-learning class students in a sustained and focused discussion on the Harry Potter article. However, it is possible that the reasons behind this difficulty may have more to do with my students' struggle to articulate a craft they were still learning rather than any difficulty with the article itself.

My disappointment in the service-learning class's engagement seems incongruous when I read their reflections. The students are engaged, both in thinking about the article and in pondering the implications of the article, and their subsequent written reflections reveal their ability to connect the tutoring experience with the broader issues of literacy and language acquisition. The classroom structure, in which I was so disappointed, may not be as relevant to the students' own cognition as the tutoring and reflection time. Yet,

the class discussion was valuable for at least two reasons: First, as the instructor, I provided the news article that made subsequent reflection possible. Second, I was able to prompt the students to think about how the slang vocabulary might affect their tutees. These directive actions proved effective in incorporating the tutoring experience into the course curriculum, even as I was worried that I could not connect the course with students' tutoring experience. The depth of the service-learning class reflections proves me wrong.

Attitudes Regarding the Course: Small Groups as Working Communities

This theme emerged from data collected in an ongoing manner throughout the eighteen-week semester, and addresses the research question "How does literacy-based service-learning affect students' attitudes and beliefs about literacy?" For the purposes of this study, I had adopted Fox's (1999) definition of literacy: "the ability to make meaning with written language in a particular group or community that prizes that ability" (p. 25). In a previous theme, "Literacy Cognition," I discussed the differences between the comparison class and the service-learning class in their response to a specific literacy issue. Both that theme and the current theme relate directly to the research question. However, data revealed that although a particular issue might highlight the difference in thinking about and understanding literacy between classes, students carried differing beliefs and attitudes into a "particular group or community" (p. 25), in this case, the English A classroom.

With the emergence of this theme, I noticed a difference in the way each class worked in small groups within their English A classroom. The attitudes with which service-learning class students collaborated shifted importance from the individual to the group, and from working for a grade to working for a cohesive product. The comparison class groups experienced difficulties with group dynamics, and often in order to be completed, extra work was taken on by one group member and not acknowledged by the remaining members of the group.

In this section, I first present and discuss tabled results of a survey question related to general class attitudes. Then I discuss in depth differences in students' attitudes toward their end-of-semester small-group experiences.

Survey results.

One question on the student survey is tangentially relevant to this theme. Students in both classes answered the following question at the beginning of the semester: "What's the main emotion you feel when you are in your English A class?" The results are shown below in Table 8:

Table 8: Main Emotion When in English A Course

	Service-learning		Comparison	
	Men	Women	Men	Women
Relaxed	3	12	1	5
Happy	0	2	1	2
Fearful	0	1	0	0
Anxious	2	2	4	4
Excited	1	1	0	4
Bored	2	1	3	0
Other	0	0	1	0
No response	0	1	0	0
Total	8	20	10	15

The data reveal a range of student emotions in the basic writing class; additionally, a large percentage of students in both classes feel "relaxed." These data were significant because of my own response to the data. I was surprised, frankly, that more of my students weren't apprehensive about being in a basic writing classroom. These data challenged me to revise my personal conception of basic writers as fearful and anxious. The results of this survey helped me to become the learner (or rather, student of my students) that Mina Shaughnessy (1976/1997) suggested, and to begin a more complex "Diving in" (p. 295) process in the classroom.

Given the results of the survey, my quest became to determine if service-learning impacted students' attitudes toward working in small groups within the class. For the final assignment, students in both classes produced collaboratively-written products. Students in the comparison class wrote a student manual entitled "How to Be a Successful Student," containing their tips and strategies that they had learned so far in college. Students in the service-learning class wrote a student manual entitled "How to Be a Successful Reading Tutor," containing their experiences and strategies learned over the course of their service-learning commitment.

I assigned students to individual small groups, deliberately placing students together who had not previously collaborated and who had varied attendance patterns. Each group was assigned the task of completing one manual chapter or section. The class process of writing the manuals took two weeks. After turning in the manuals, both classes were asked to write reflections on their group experiences, as well as assign themselves grades for the work accomplished. I asked students to reflect on the reasons they deserved the self-assigned grade. The following data are taken from those reflections, and are organized according to small group. Although each class was divided into five working small groups, for discussion here I have chosen two representative groups from each class. I first present an excerpt from the group's section of the completed manual, and then discuss reflections of various group members.

Comparison class group one.

Collaboratively-written excerpt from manual:

> There are many differences between being in high school and being in college. High school may have appeared to you as a dream or a piece of cake. You may have thought that school was extremely easy and that you were finished. Reality check, high school was just the preparation for a bigger and better new beginning in college. There are many responsibilities and changes you will have to uphold, and there are also higher goals and standards to achieve. Has there ever been a time when you thought that you were running out of time or money to do the things you wish to do. Ahead are a few strategies that will hopefully help you enjoy a smooth ride through the journey of wonderful college. Enjoy!

First group member:

> Self-grade: B
>
> Well, I think working in groups is always hard to do; because not everybody put's in the same effort into doing the work but these time I think we all did a little something writing parts of our essay to come out with five pages. And I think I did a little something by writing about responsabilities between high school an college. You will see them in most paragraph.

Second group member:

> Self-grade: B

Well I did my part of the job. I wrote my paragraph and contributed to the group work. Even, mmm. I miss a little, but I did my part.

Third group member:

Self-grade: A-/B+

I believe I contributed in many ways to our group project. My part was to write a paragraph on the money situation. I did that along with typing/editing the paper. My group collaborated in many ways but I also helped out with their paragraphs, I had to add in many other ideas because then our essay would've come out too short. Therefore I believe I deserve an A-/B+.

Fourth group member:

Self-grade: I think I deserve a B.

I think I deserve a B because I because I tried my best in doing my class essays and I always came to class

When working in small groups, students in the comparison class tended to rely on their ability to complete their assigned tasks. Reflections from various small groups in this class suggest that the success of a small group is dependent upon each individual's ability to complete their "part of the job." Yet, students frequently comment that not only did they do their "part," but also had to write other students' "parts" as well. The third group member, above, acknowledges that "My group collaborated in many ways" but does not comment on what that collaboration consisted of. Instead, the student remarks that despite such collaboration, she still "had to add in many other ideas because then our

essay would've come out too short." Her extra work therefore qualifies her for a higher grade.

Students in the comparison class often commented on the difficult nature of working in groups. The first group member's reflection, above, admits that "working in groups is always hard to do," yet asserts that in his group everyone contributed "a little something." According to the third group member, the contributions were not enough to complete the project, and she ended up expanding the draft. The comparison class reflections revealed two major perspectives on group processes: First, a successful group is one in which each person completes their task. Students graded themselves highly if their task was completed, despite class absences. Second, although group members might claim to have completed their tasks, some students perceived that other group members did not do their fair share, and the majority of the group work was put on one or two members. These perspectives existed within the same groups, as are seen in the above group and also in the comparison class group two, below.

Comparison class group two.

Collaboratively-written excerpt from manual:

> Studying is an effort to learn about any subject. It is an important part of learning because your achievement in school depends greatly on how you study. You can not expect to learn everything you need to know about a subject from a teacher in a classroom. You must also study the subject outside of class. The combination of classroom learning and regular study outside the class determines how well you do in school. Striving for success takes effort and it requires you to develop good

study skills (or habits). Study skills which include, a firm study schedule, organization, note taking, relaxation, and study groups are vital to your success as a college student.

First group member:

Self-grade: I give myself on the group project a A

I deserve a A on the project because I took my time by writing the paper and it was perfect

Second group member:

Self-grade: A

I think I deserve a an a because I finished the assignment on time and their was no big deal. Everyone did their assignment too.

Third group member:

Self-grade: A

I feel that I have contributed enough to our group project to earn this grade.

Fourth group member:

Self-grade: I would definitely give myself an A.

Working in groups is always difficult for me. I not only enjoy working alone, I actually feel that I am much more productive. I realize that teamwork is a major part of everyday life, so working in groups to complete a project or two is something that I have learned to adapt to. However, although I was not chosen as

the leader of this group, I sort of was given that responsibility inadvertantly. I worked for hours trying to decipher individual essays and rewrite them to fit together and although we were all supposed to be working together, it appears at this point that the entire assignment fell onto my shoulders.

The fourth member of this group contradicts the statements of the other group members, and sheds light on how difficult the collaboration became: "it appears at this point that the entire assignment fell onto my shoulders." At least one member of each group in the comparison class tended to see the group process as successful only if they contributed more time and work than the others in the group. In direct contrast, students in the service-learning class often found it difficult but necessary to put the group consensus ahead of their individual contribution, as is seen in the service-learning class first group member's reflection, below.

Service-learning class group one.

Collaboratively-written excerpt from manual:

Being on time is important. A tutor must be ready to receive the tutee when they arrive and greet the tutee with a smile. A smile is the first thing your tutee should see before the tutoring session begins. A smile is an expression that you approve or applaud the efforts that your tutee is making. Some days tutees arrive late and it can become frustrating. Being uncertain if they are going to show or have they become unhappy with the tutoring experience and decided to quit. If the situation were on the other hand, the tutor would probably feel the same. Tutoring can be a very enjoyable and rewrding experience for both.

Knowing that you have helped the progress of someone who has come to you for help to develop his or her knowedge in understanding what is being taught is rewarding. You develop closeness with your tutee, and it imperative that you help this person who desperately wants to be successful and with your help will someday.

First group member:

Self-grade: A+

The order of accomplishment for each individual was given and my part was to do the revision. I worked to complete the task given and was ready to share with the rest of the group. I made copies for each individual and allowed them to read the changes and make any changes that they felt were necessary. They made a lot of changes I was not defensive but opened. I didn't necessarily aggreed with the changes. Some of changes were to rudimentary. Overall I shared my thoughts with theirs and I got through it.

Second group member:

Self-grade: A (I guess)

I think I worked hard enough and I cooperated with my group members.

Third group member:

Self-grade: A

I think I deserve an A because I contributed and I met the deadline. I also, helped others to get there part in. Me, Marilee and Betty worked as a team to get this

project turned in at it's best. We worked hard to make this seem like it's from one person's point view & I think that we accomplished our goal.

Although five members originally had been assigned to the service-learning class group one, two members consistently were absent. As is evident from the above reflections, the group became only those members who were present. Other members were not even mentioned in the team's reflections, and the members who were consistently present became focused on the goal of presenting a finished product that read "like it's from one person's point of view." The group displays an ability to take what could have been a fragmented and disjointed project and work together for a common goal. The first group member acknowledges her personal difficulties in the decision-making process and describes how hard she needed to work to set aside her own preferences for the product and rely on a group consensus. This first group member's word choice is quite revealing: She "allowed them" to revise a draft; she was "not defensive but opened." The student realizes how important the group process has become, and she takes action to revise her own attitudes and behavior to align with the group.

Other group members recognize the collaborative effort of the group as a whole, and the ability to work collaboratively for the good of the small group is one criteria by which these members grade themselves. In this way, the product does indeed seem written from "one person's point of view," although this goal was certainly not a stated part of the assignment.

Service-learning class group two.

Collaboratively-written excerpt from manual:

> When trying to be come a successful reading tutor, there are so many things that the tutor needs to know before they start. It is important for the tutor to discover how their tutee learns and what he or she needs to know. One major factor that determines how you will be tutoring someone is the language they speak. If English is not the tutees first language, this could be a very difficult process for them. Also, how much vocabulary your tutee knows in the text you are reading. If your tutee does not know how to pronounce a word or does not know what it means they may have a difficult time understanding the story. When this and many other factors are perfected you will become a successful reading tutor.

First group member:

> Self-grade: B/C+
>
> I was absent the day that subjects were assigned to each group member. I was assigned the editing job. I don't feel that I put in as much as the rest of the group.

Second group member:

> Self-grade: B+
>
> Because I was not in class one day.

Third group member:

> Self-grade: An A

I desearve this grade because I worked hard on my part of the finial. My group broke it down into sections and we all completed a section. I completed mine within the time needed and helped others with theres.

Fourth group member:

Self-grade: I give myself a B.

I give myself a B because I have done the work but missed one day.

Fifth group member:

Self-grade: I give myself an A

I believe that I deserve this grade because when our group initialy met we were each given an assignment. I finished my assignment on time and did everything correctly

In this group, students tended to grade themselves down significantly for missing one class. As in the service-learning class group one, the group process became more important to most of these members than the final product. Although the class had not been given preestablished grading criteria, nor was criteria formally discussed between all the small groups, this group uses attendance as criterion for grading. Significantly, however, one missed day is deserving of a large grade decrease. As the first group member says, "I don't feel that I put in as much as the rest of the group."

Analysis.

Both the comparison class and the service-learning class groups mentioned their ability to complete work on time. For members of groups in both classes, this ability to

meet required deadlines contributed to an increase in their self-grade. In the service-learning class reflections, however, it seems that involvement in the group process carried more "grade weight" than meeting the assignment deadlines. This enhanced importance of group involvement is present in reflections of all service-learning class small groups.

I was a bit apprehensive about the final collaborative assignments, and to assist the collaborative process, I gave each group a handout listing the stages of the writing process and asking which group member would assume responsibility for various stages of writing. Here is my own reflective journal entry from the day I introduced the assignment to the comparison class:

> Today students met in their small groups and discussed group organization—who would lead, who would be responsible for what part of the writing process—and brainstormed on their particular chapter subjects.
>
> As far as observations on how students approached this assignment, they seemed ready for it. There were no groans or looks of despair—a few nods when I mentioned that working in groups can be hard. I think students see the light at the end of the tunnel—in this case, the end of the semester—and working on the final assignment means they're one step closer to finishing the class.

Both classes had worked on small-group projects and exercises all the way through the semester, but only the service-learning class had experienced the additional group tutoring. I was not sure what to expect. My journal entries from the last class session comment on the collaborative success of the comparison class:

Today was the last day of class—students can turn in their final projects on Wednesday, but we won't hold class. Today only a couple of groups turned in their projects. At least two of the groups (that I'm aware of) are having problems with group dynamics. I've talked to a few people in each of the groups, and in one instance it's one group member who has trouble working together. In the other group, it's one member who feels she's shouldering all of the responsibility, and her other group members show up late or not with promised work done. I think I expected this—it's hard to work in groups, as I know from my own experience, and this may be the first experience my students have had with collaborative writing. Difficult issues!

I expect the other groups to turn in their projects on Wednesday.

As far as I knew, neither class had prior experience with collaborative writing. Yet, I found that the service-learning class worked more smoothly with each other in groups, experienced fewer problems with group dynamics and personalities, and finished their projects early:

This class surprised me, because nearly all the groups are done with their projects. I think I need one group to turn in their project on Wednesday, and that's it. By 11:15, all groups had turned in projects (or talked to me) and cleared out of the CAI lab. Most students finished and left within the first half hour! I wondered if their speed would affect quality of the assignment, or if it simply was easier to work together because they'd been working in tutoring groups all semester. I'm interested to read the projects and see how they turned out. I guess I'm a little scared to look at them too, because I fear the students didn't care about

the project and just sped through it to get it finished. I won't know until I look at the projects and their self-grading form.

My fears were, again, unfounded. Service-learning class students worked well together, shifted the dynamics of small-group collaboration from working individually for a grade to working together for a finished product, and produced a high-quality manual in a relatively shorter amount of time.

I must state, also, that the comparison group wrote a very effective manual. Yet, their group processes were troubled and less collaborative as a whole than the service-learning group. They submitted their projects at the last possible moment, and only through the extra efforts of individual group members.

Fox (1999) notes that "without peer collaboration, initiating students into the academic community can become the instructor's collaboration with the institution" (p. 39). My experience with the comparison class confirms that even within assigned collaborative exercises, students may experience little actual collaboration. Even though students were writing a manual designed to introduce other students to the academic community, the process of developing that manual tended to negate its stated promise of academic collaboration.

On the other hand, the service-learning class students exhibited a collaborative effort that focused on the group process instead of on students' individual need to receive credit for the project. I am reminded of the service-learning students' expanded peer collaboration throughout the course, reflected in their ability to see me as a peer and fellow teacher instead of as their instructor. I mentioned this dynamic in a previous section focused on the tutorial experience, but the dynamic bears repeating here because

the small group collaboration necessary to produce a collaboratively-written manual may very well have been influenced by the dynamic that had changed the class from student-teacher to tutor-teacher relationships. At the very least, the service-learning class students considered something other than their own behavior when actively engaging in the writing of a collaboratively-produced manual.

Bruffee (1984/1997) lists peer tutoring as one of the strategies employed by instructors as they developed the pedagogy of collaborative learning. In an attempt to veer teaching away from a traditional classroom, which only replicated itself in existing tutorial practices, Bruffee says faculty realized "What...[students] needed, it seemed, was help that was not an extension of but an alternative to traditional classroom teaching" (p. 396). It is not clear to me from my study data whether the service-learning component was in fact responsible for increasing peer collaboration in small groups, but such a correlation seems to be supported by previous research in collaborative learning. Service-learning class students had spent the previous ten weeks working in tutoring groups where their own contribution was less important than how they were able to convey that contribution to their tutees, and this discerning factor may have made the difference in their final assignment collaborations.

CHAPTER FIVE

Four Case Studies

In this chapter, I present case studies of four service-learning class students. When compiling and writing these case studies, I drew from data collected over the semester, including students' reflections and formal class essays, my reflective journal entries, and personal interviews. In my Methodology chapter, I discuss in depth my strategy for selecting the students whose case studies appear below. Briefly, the students were selected through non-random purposeful sampling with criteria employing maximum variation. Students were chosen for their differences, rather than their similarities, in order to provide a diverse array of student experiences. Because two students originally chosen for interviews ultimately dropped the course, the same strategy was used to identify two additional students.

These case studies are drawn from various sources, and often I piece together interviews, informal written reflections, and formal essay excerpts. As in my previous chapter, when quoting from students' written work I retain the students' original spelling and grammar. For the sake of clarity, I will acknowledge which excerpts are students' written work.

I realize that any personal story is colored through the lens of its teller, and the stories that follow are as much about me as they are about my students. Astin and Sax (1998) have shown that undergraduate service participation increases student-faculty contact, and my experience with service-learning certainly confirms these findings. My perspective of these students' stories is the result of my increased contact with them.

I include the stories for several reasons. First, they are central to my study's primary research question, "How does literacy-based service-learning affect the quality of California college basic writers' experiences in the basic writing classroom?" In fact, the case studies also answer directly to each of the secondary research questions, and for that reason I will repeat the next three secondary research questions here:

- How does literacy-based service-learning change or affect thinking about and understanding literacy in basic writers?
- How do basic writers feel about and make sense of their participation in a literacy-based service-learning component within a basic writing class?
- How does literacy-based service-learning affect students' attitudes and beliefs about literacy?

Additionally, through the development and conduct of this study, I have found that service-learning is a construct between students (the servers), tutees (the served) and instructor. The case studies, although essentially about the students, are also about me and thus relate to the final research question, "How does a basic writing instructor feel about and make sense of her participation in literacy-based service-learning?"

I include these personal stories because they are exactly that—personal. Each student brings to a basic writing classroom a lifetime of experiences both with and outside of writing and reading, and each service-learning session is an unmapped adventure.

Betty

Betty is an absolutely beautiful woman in her mid-forties. Self-assured and stylish, Betty, an African-American, is usually the first one in class to raise her hand in a discussion or to volunteer information to other students about an assignment. She loves college and is excited about returning to school. Yet, Betty struggles with the memory of a high school counselor sitting her down and informing her that she was not fit for college. Even though she realized at the time that her counselor was wrong, the experience deeply impacted her. She describes the memory in an essay paragraph:

> I can still remember those words "You are not college material". Words are so powerful they can either encourage or discourage a young person's decision towards the future about education. I always had a desire to continue with my education, but somehow circumvented my goals for other ventures.

Betty did attend college after high school, but only briefly. In order to get married, she left higher education soon after she began. Betty has wanted to continue her college education for many years. She sums up her life path in a written reflection:

> My life or expectations of myself was to finish College. Somewhere my life was diverted by being "In Love" and I dropped out of College to get married. A few months later I became pregnant. Well, I thought there goes my chances for me now to finish my education. A year later there was a traumatic experience in my life which made going back to school impossible. I had to seek employement and raise my son. A few years later I had two more son and not the dream of finishing school was far off than I anticipated. Now! My sons are all adults and the dream

> and expectations of myself has become a reality. I'm back in school more focus and determined to complete my education.

The traumatic experience she mentions involved a financial setback. Betty was laid off at her job, and in order for the young family to make ends meet, she took classes in cake decorating and floral design. The decision to spend the little money they had on these classes caused friction between Betty and her husband, but Betty began working as a cake decorator and floral designer because she "had a vision that someday the sacrifice I made would pay off." Her home-based business became successful, and although she and her husband had to pull the kids out of their private schools, eventually the family achieved financial stability.

Betty found her energies focused on raising three sons and providing for the family, as she recounts in an essay excerpt:

> Our children were involved in every sport known. Not only were we involved, but also, my husband was their coach and became a coach for many other teams. During the week, we went to practice and they played sports every weekend for nine consecutive years.

Certainly Betty's familial and financial success worked toward negating her high school counselor's hurtful remarks. Yet, Betty has always been driven to push herself a little harder, a little farther. This ability gives her immediate presence in a classroom. In our service-learning class, Betty joined the course during the last part of the second week. By that time, other students had begun to talk to each other and form informal groups that chatted or exchanged notes. Betty seemed to take this slight disadvantage in stride, and

soon other students were asking her for her notes. Her outward confidence did not extend toward her writing, however. In that arena, Betty still argued with herself over whether she was, indeed, "college material."

Two of her sons are now graduated from high school, and Betty will see the third graduated this spring. She saw the end of her sons' high school careers as "a ray of hope" for her own goals, and this, together with the financial means that enabled Betty and her husband to buy some rental property, influenced Betty's decision to return to college. Betty still maintains her cake and floral design business, and also holds down a part time job with an airline. She has an entrepreneurial air about her, and hopes to build her design business to the point where she supervises her own employees.

The most difficult aspect about Betty's return to college has been the age difference between her classmates and her. She attends classes during the day, and finds that the daytime students are much younger and not as interested in education as she is. This fact frustrates her; in fact, she was amazed to find that she knows much more general information than her younger classmates. After admitting her frustration to one of her instructors, the instructor advised her to attend night classes, where the student population is older and she might have more in common with the class. Instead of switching to a nighttime session, Betty found this advice motivated her to continue during the daytime. So far, her grades have been high and she wants to "go slow and absorb all the knowledge that college has to offer."

Betty remembers learning to read when she was four or five years old. Although she did not read much as a child, she now enjoys reading and even keeps her favorite

book—Virginia Henley's A Woman of Passion—in her car for passing between friends. Betty is drawn to the protagonist's strength, which in several ways resembles her own. She discusses the protagonist in an interview excerpt:

> This was a woman that, she set the whole tone of what a woman, the epitome of a woman should be. I mean, it's excellent. She was a very business woman, she knew how to negotiate deals, she was very strong even though she was married three, four times in the book. I mean, she was just absolutely incredible. Strong woman, strong.

The Henley novel could very well be symbolic for Betty's own life. In this story's heroine, Betty finds a woman who succeeds against the odds, who puts her intelligence to work in a profitable way, and who is able to stand up to whatever hardships life throws in her path. Yet, like Betty, the heroine is not necessarily college educated. The protagonist succeeds despite possible educational disadvantages. I found that throughout the class and the service-learning experience, Betty relied much more on her personal experience for guidance than on any prior formal education.

The same reliance is reflected in Betty's attitudes toward writing and literacy. Betty enjoys reading mystery and romance novels, but admits she has trouble with comprehension. She often needs to read a passage several times in order to understand ideas, and she sees her need to review as a weakness. That is, an educated person needs only read a passage once to understand its contents. Through reading, Betty both reinforces her old belief that she is not college material and challenges that belief by plowing through rereadings in order to grasp an understanding of the text. She succeeds,

much like the heroine in her favorite novel, by combating a system that would see her fail rather than by examining her own perceptions of that system.

In writing, Betty says her biggest strength is also her biggest weakness. She's "very detailed. Sometimes I think I'm too detailed...." Her paragraphs tend to be very long, as if she's too involved in her ideas to reflect on her structure. She recognizes that adding detail is a positive attribute in writing, but she will also be the first to point out that she has not yet reached the stage in her writing where she can use detail to her advantage. Betty remembers past writing instructors as experts who have pointed out her writing errors. She does not remember being told anything positive about her writing, yet believes that this is what the instructors were supposed to do, as she expresses in the following interview excerpt:

> they never picked on me. They'd just tell me what's wrong, bring things to my attention, to tell me to think about what I'm writing...always go back and read what I've written, so I won't, you know, continue writing things....

Betty says she has a somewhat negative view of her own writing, but she continues to work on trouble areas like run-on sentences. Although she has no problem coming up with ideas, Betty would like to learn basic grammar rules and believes she learns best in a lecture format, where she can listen and take notes. I notice, also, that in a lecture format Betty will not be called upon to enter into academic discourse. She may, instead, "eavesdrop" on that discourse, learn what she believes she needs to progress, and avoid challenging her basic assumption about herself as a college student.

These beliefs filtered into Betty's tutoring experience. This semester was not Betty's first experience with tutoring. She helped all three of her sons learn to read; she remembers prompting them to sound out syllables. Her experience as a mother (her "life experience") rather than her experience as a student (her "academic experience"), Betty believes, worked the most to inform her tutorial strategies.

Betty believes, as well, that all people should be bilingual. Although she speaks only English, she recognizes the need for bilingual education, especially in California with its high immigrant population. This semester Betty tutored English to two students, and is very quick to point out that these students are not illiterate. They have an English problem, she says, but that doesn't mean the students are unable to read. For comparison, Betty draws on an example from her work life: A former work colleague could not read, and Betty remembers the amount of negotiating he would have to do in order to cover up his illiteracy. In fact, he became so adept at concealing his illiteracy that no one knew until one day his wife admitted it. The experience made Betty think hard about both her definition of literacy and the need for literacy in communities. She carried these beliefs into her tutoring sessions, but I must note that as Betty herself spoke one language, she did not feel pressured to learn an additional language in order to conform to her own views on bilingualism. To learn an additional language she would have to take more classes, and in seeking to widen her own language knowledge, she would again be hit with the stone labeled "not college material." Betty was content to teach her own language, but not to learn another.

Betty was one of the few students in the class who saw the upcoming service-learning experience as positive. Even before the tutoring began, she saw herself as "a positive influence that I will be able to help to motivate and encourage the tutee."

During the first tutoring session, Betty was grouped with a brother and sister who were both in the same ESL reading class. The siblings (Betty's choice of terms; she referred to her tutees as "the siblings" throughout the entire semester) had refused to be separated for individual tutoring, and the young woman in the duo seemed very nervous. When she first entered our classroom, she stood close to her brother and rarely looked up. I placed Betty with these young people simply because Betty was one of the first tutors to arrive at the classroom, and I felt she had a calming presence that might positively influence the young woman.

After the initial tutoring session, Betty came up to me and thanked me for giving the class the opportunity to tutor. She said it was an incredible experience, and even after one session, she had learned many things. Although at this point Betty did not elaborate on what, exactly, she had learned, she was one of the first students to remark that the Harry Potter novel was too difficult for her tutees. She had definite reasons why the book should be abandoned, as she reveals in a subsequent written reflection:

> First, they don't understand some of the meaning. Second sounding out a word is to hard to sound out. Finally, they look at this book as a way American people must live.

Betty continued to tutor the Harry Potter book, but never changed her opinion about its value in the ESL classroom. In fact, at the end of the semester when asked her thoughts

on the novel, she declared, "I so disliked the book. I mean, it was such a total turnoff for me...." Her thoughts on using the book with tutees run along similar lines:

> All I have to say about that is if you're tutoring ESL students, never give them a Harry Potter book. Give them something a little more simple, because it's definitely too difficult.

Betty was shocked that her brother and sister duo could not speak English very well, because they were born and raised in California. Although both were in their early twenties, they did not begin learning English until enrolling in ESL classes just one year ago. Betty said she couldn't believe that people raised in this country could not speak nor read English, although she knew the mother and father were both born in Mexico and Spanish was the only language spoken at home. Yet, Betty remained puzzled about her tutees' background. They had a younger sister, who at seventeen was in high school and spoke English fluently. Betty's tutees told her their sister refused to tutor them or help them in any way with their English. From what Betty could gather, the younger sister had been placed in a high school English immersion program and said she was too busy to help her older brother and sister. Betty noticed that when the tutees talked about their younger sister, both of them visibly tensed.

The fact that both tutees were American-born came up frequently throughout the semester. In October, when California was gearing up for the presidential election, I asked Betty if her tutees were going to vote. She didn't think so—they would have a rough time reading the ballot, she said, especially the various propositions. Betty projected that in four years, at the next presidential election, they might be ready to vote.

In the meantime, Betty wondered how they must feel to be American and yet not part of the American culture. The tutees were reticent about answering too many personal questions, so Betty never did find out how they had made it through high school without speaking or reading English—or if, in fact, they had even attended high school.

Betty felt she developed a "warm" relationship with her tutees. Once in a while she found her parenting skills called into play, and she recounts one of these times in an interview excerpt:

> Interviewer: What was your toughest moment during your tutoring sessions, if you had to pick one moment that was most difficult?
>
> Betty: When the female sibling became totally frustrated, and she almost started crying because, I don't know if it was just a bad day for her, or, she was stumbling over words. She just couldn't get them out. It just wasn't registering at the top and coming out through the mouth. She was becoming so frustrated and she started to tear up, and I touched, grabbed her hand and said, "Okay, just take it slow. This is the whole purpose of being here, to help you through this process. We're going to get through it together." She went on, she started over, she took a deep breath and she started over and she didn't have a problem at all.
>
> I: That was a tough moment for her, but was it a tough moment for you?
>
> B: Yeah.
>
> I: Cause you didn't know what to do at first? Cause you handled it great.
>
> B: I did, I handled it good.

I: But overall, you had a moment.

B: I didn't show that expression on my face, like oh my God. I just kind of, you know, that mothering instinct I suppose. I just kind of knew how to...move over it.

I: It sounds like your toughest moment might have been one of your best moments too. Did you find yourself having to develop new strategies in order to help them, like constantly adjusting what you're doing, or do you kind of use the same strategy?

B: I use the same strategy, because like I said before, this particular ESL student, brother and sister, this is not their first year here. They've been taking ESL classes for over a year now. So it wasn't like the very first time they were introduced, because I understand from her, the first day she just boo-hooed and cried all over the place when she first started. I was glad I didn't get to that point. So she was a little more confident in taking another semester of ESL, more advanced.

Betty aligned her tutorial strategies with her mothering experience. One indication of this, apart from the above interview excerpt, is Betty's consistent use of the term "the siblings" with which to describe her tutees. The brother and sister were family members to each other, and Betty acknowledged the importance of this fact each time she used that particular designator. I wonder about my own motives in placing Betty with the brother and sister. I did know they were related even before I assigned them to Betty's tutorial care, and I'm sure Betty's prior experience was part of my own motivation for

choosing that particular tutoring group. I wonder, also, about the extent to which I kept Betty from exploring her conflictual ideas about education. In retrospect, by confirming her role as "mother," even within the class, I may have held back from her an opportunity to challenge how she viewed herself as a member of the academic community.

Despite underlying motives and beliefs, by the middle of November Betty noticed that her tutees were reading faster. However, "faster" does not necessarily mean "increased comprehension," as Betty might be the first to point out. She noticed that they did not pay attention to punctuation marks:

> If there's a period or question mark, they will ignore them and read past them. I have to remind them always stop at periods and ask a question when they see a question mark.

In addition, Betty's technique for countering the tendency to read quickly involved her reading passages out loud to her tutees. The three of them began to take turns reading pages. When her turn arrived, she would read a page slowly, stopping at punctuation marks. She had remembered this technique from teachers in her early years, and thought that it might work with her tutees. As far as Betty is concerned, the technique was successful for several reasons. First, her tutees could hear the difficult and unusual words pronounced correctly; second, they could follow along in their own texts more slowly; and finally, they each could take a break from reading out loud, since both were easily frustrated if asked to read more than one page at a time.

After the final tutoring session, Betty wrote a reflection on the entire experience:

Well! I must say it was a long journey but exciting. I very optimistic and never was anticipating any fears going in as a tutor. I always face challenges head on and wait to see what the end result will be. I've learned a great deal from this experience the necessary steps for being a tutor. In the near future if asked to tutor I will have the self confidence to know I will be successful. This was indeed my first time on a college level to tutor adults in a ESL class. I realized it was going to be a challenge with the different accents used in the language. I realized while tutoring my hispanic couple accent was very thick and I couldn't always expect them speak english the way I would.

Although Betty found the tutoring experience helpful and enlightening, she did not connect the service-learning component with her classwork for English A. She saw the tutoring and the writing as two separate experiences, each important and successful, but not interrelated in any way. Even though the class was writing essays about the novel and about their service-learning, Betty felt her writing was helped by me as the instructor and not by what she felt were separate experiences.

In college and in her tutoring sessions, Betty displayed the same qualities that she admires in her favorite novel, the qualities of strength and self-confidence. Although Betty disliked the novel chosen for the class and for her work with the ESL students, she faced the challenge and succeeded in tutoring and writing about a novel she disliked. Betty saw the tutoring experience as an opportunity to flex and strengthen these characteristics, although they remained separated from her writing process and, I believe, from Betty's understanding of the college experience. Yet, from my observations and

from Betty's written reflections, I noticed that in the tutoring sessions her tutees tended to mirror some of her own reading and writing tendencies, particularly the need to slow down in reading and to work on increased comprehension. These are issues Betty had claimed she herself needed to focus on. Although Betty did not connect her tutees' difficulties with her own reading experiences, she did find the means to address them in their sessions—by modeling to them what she felt was the appropriate behavior. She read slowly, paused at punctuation marks, and thought about implications those punctuation marks held for the passage's content. In this way, she benefited both her tutees and herself.

Daniel

Daniel doesn't like to read, and he bores easily. He describes himself as a person who doesn't "want to learn from other people. I like to take things in to my own hands and do it my self, probably like other people." Daniel says that instead of learning from each other, people now learn from technology, for instance using the Internet instead of using other people, and that working with others in the pursuit of knowledge is "kind of a thing of the past." He is going to school to prepare him for the future, "to make lots of money and maybe one day raise a family." Any kind of education that does not support these goals, says Daniel, is "a waste of time." Daniel is quite interested in time, and in how he spends it. He abhors wasting his time when he could be doing something more interesting. At the moment, his interests involve "charging huge barrels at Burn Out, skateboarding, or riding my motorcycle out in the desert."

At eighteen, Daniel is in college for the first time, and he is having trouble adjusting to the new schedule. Although he looked forward to coming to college, his reason was not to add to his present knowledge but to relieve boredom. He writes:

> Coming to college was a new expierience for me which in a way I was excited to come to. I knew that it would be more of a challenge than high school but I was ready to accept that. 4 years of high school was a long time and I was ready for something new. High school was always the same everyday. Same people you like and hate. Theres always so much drama, so much gossip at high school. It gets really boring after a while. That's why I was excited to come here because everything was new to me, new teachers new classes and new people. That's the one thing that I wanted to come to college was for. Was to meet new people. I got bored of the people at high school. At all the parties it was always the same, and I was ready for something new.

Yet, along with relieving the high school boredom of seeing the same faces daily, Daniel also had to relinquish his place on the school surfing team. His membership on the team had meant a great deal to him, and he has found that void particularly hard to fill.

Daniel is what many people might envision when they think of a Southern California teenager. He is Caucasian, good-looking, and hip. His major passion in life is surfing the waves at Redondo Beach. His hair is cut very short so that it stands straight up; in the 1950s we might have called this style a "crew cut," but Daniel prefers the term "flat top." The flat top is a fashionable shade of white-blond and often seems incongruously short next to his clothes, which are about three sizes larger than his body

in the "baggy" style now fashionable among Los Angeles teens. I have never seen Daniel without his skateboard, which he carries like an extra appendage and stores underneath his desk seat during class sessions. He lives in Palos Verdes, a lovely and hilly affluent community in the Los Angeles area overlooking the ocean. Real estate prices are rising in Palos Verdes as I write these words.

Daniel still lives at home with his mother and father. His father is a contractor, and puts in very long days after which he likes to come home and "stretch out on the couch and relax with some TV." Daniel remembers his mother as a stay-at-home mom, but now his mother also works during the day and has little time to spare.

Time is a commodity that Daniel cherishes. He thinks very carefully about how he structures his schedule, and in this essay excerpt laments in detail the differences between his time now and when in high school:

> At North [High School] I was on the surf team, so every morning before school I got to go down the beach and surf for and hour or two before school started. This had a plus and a minus to it. The good thing about it was that I could surf every morning before school, the bad thing was that it was for a limited amount of time before I had to go to school. Where as now that I go to City Community I can't surf everyday before school. That was the important thing about North, the fact that I could surf everyday. The upside to going to City Community is that two of the five school days I don't have school at all, so I can surf as long as I want, not worrying about the time I need to be back, and on Fridays I don't have school until 10am, so I have more time to surf on the day I have school then I did at

North High. A lot of times here in the South Bay there is no surf, so on the days there was no surf I could sleep in until at least 8:30 in the morning because school didn't start until 9:07 am, and with that given time I could still shower, eat some frosted flakes, and still be at school on time because North High was only five minutes from my house.

Now Daniel has to allow half an hour driving time between home and City Community College, which further cuts into his day. Even though attending high school meant a required presence five days a week, he still had time in the morning to "get those couple of waves that were damn good."

Daniel is a person intrinsically tied to his landscape. Nowhere but Southern California could people incorporate both surfing and desert motorcycle-riding so thoroughly into their lifestyle that their days become structured around these important activities. This fact makes it much more difficult for Daniel to relinquish time for college. Yet, he is always on time for class and, unless sick, always present. Classes, for Daniel, are obligatory rites of passage, and one must endure them in order to succeed.

Perhaps this is why Daniel at first had so many problems with the concept of service-learning. He had signed up for a writing course. In fact, he needed to pass the course in order to continue in community college, and service-learning had not been listed in the schedule of classes. Had it been listed, he most certainly would not have signed up.

Of all the students in the service-learning class, Daniel was secretly voted by me the "most likely to voice a negative opinion." One of his major service-learning concerns focused on time, as is apparent in this written reflection:

> We are just beggining English students who are just trying to learn the basics of English and who are trying to push ahead, trying to move on to the next level of English. Not to waste our valuble class time to giving that receiving information. The info we get from this class will help us prepare for next semester, but instead we have to help ESL students read a 10 year old book. Oh I just can't wait. Im filled with joy and excitment.

Daniel's negative attitude tended to spread to other students in the class. Although he wasn't necessarily a class leader and during our sessions was fairly quiet, Daniel tended to vocalize what other students in the class were thinking. When he spoke up, other students in the class would nod their heads or say "yeah" in agreement. Daniel's voice held conviction, and he made no excuses for his opinion about tutoring: "I don't want to help and I don't feel that I can help." He even appraised his own attitude toward tutoring rather forthrightly in a written reflection:

> I don't have any desire to do this and I think that these students should be learning off of someone who could actually help them rather that people with bad attitudes who don't want to do this.

I thought, given his reluctance to engage in tutoring, that Daniel would drop the class. I also secretly hoped that he would drop the class. To me, his attitude seemed infectious and I began doubting my own belief in service-learning; my reflective journal entries are

shot through with emotional responses to his remarks in class. An excerpt from my journal discusses the situation in the classroom the day we began tutor training. In class I had asked students to pair up and practice the "pause, prompt and praise" method, taking turns playing tutor or tutee:

> ...They [the students] each practiced as much as they would (I'm not sure if all groups really did practice; I doubt if Daniel and Steve did anything but talk about how stupid this all is, and the present surfing conditions), and we talked about it afterward. I asked them how they felt during their practice session. Daniel said "Bored." What a surprise—he is disinterested in everything about this class. I think this one student is what's brought me down so much. He has been impossible to reach. He doesn't want to be there, does not want to learn anything outside of surfing and partying with his friends, and has told me so directly.
>
> Still, I want to reach that student. He asked why we had to do the tutoring, when we were supposed to be in the class to learn to write. Another student nodded his head vigorously. Good question. Perhaps we'll have to wait and see on this one. Daniel also mentioned that the CCC schedule of classes said nothing about a SL requirement in the class listing. Yes, I told him, but I had offered to place students in another class during the first week of classes, and had explained what would be required of this class. They had known about this requirement for six weeks.

I kept returning to Daniel in my own journal writing. Later in the same entry I mention again my difficulties having him in the class:

> Actually, Daniel is one of the most negative students that I've ever had. I don't know why he's in the class at all—he comes regularly but hates being there and doesn't care who knows it. Perhaps he's not ready to commit to college yet.
>
> I ended up saying to the class that anyone who was not going to show up regularly to the SL component should drop the course. I could feel myself getting goose bumps as I said this—I think because I was so frustrated by that point. I also was beginning to doubt myself and believe Daniel—why was I making students do this? How could it possibly help them? I was a mess when I went back to my office.

I'm not sure about Daniel's perspective, but for me that day in class was the low moment of the semester. By the time the first tutoring session came around, I was not sure what to expect.

Daniel was on time for the first tutoring session, and I assigned him one tutee with whom to work. Although most of that first session I was preoccupied with placing tutors and tutees, I sat Daniel and his tutee near me so I could see what happened. I was not pleased with what I witnessed. Daniel did not look at his tutee, did not open his book, and answered questions in monosyllables. He never once let go of his backpack, keeping the strap in his hand as if he might leave at the next moment.

The next week, the ESL instructor, Dr. Chin, told me that Daniel's tutee had asked not to be placed with the same tutor a second time. In fact, he wanted to stay in the

ESL classroom and not enter my classroom at all. The tutee had told Dr. Chin he did not like his tutor.

I did not pass on this information to Daniel. Instead, for the next two weeks I placed Daniel with different tutees, hoping that a relationship would be forged somewhere along the way. Finally, in the beginning of October, I received a very pleasant surprise that I subsequently noted in my journal:

> Daniel, my difficult and resisting student, was right beside me with a new tutee. I had put him with a young woman this time, simply because everyone else was taken and the student's regular tutor hadn't shown up. I didn't know what to do with him. So I tutored a student right next to him, half listening to him and half listening to my own tutee. Here is where I watched a complete breakthrough. He talked! Daniel actually worked with this woman—and talked, and explained things, and was engaged in the tutoring session.
>
> After the class, I was talking with a couple of students outside and Daniel waited patiently for me, his skateboard in hand. Then he walked up to me and asked to be assigned that tutee again. He said, "I could really talk to her." He seemed excited. I think it's great! Maybe he's attracted to her, maybe he just clicked on a tutoring level. Whatever it was, I hadn't seen him so animated all semester. I was relieved and excited—he was the student most likely to pronounce the SL a bust, and for the first time in class he seemed like he wanted to be there. This, to me, is success. As long as the tutee is willing (and she seemed very willing—they were still talking together five minutes after all the

other tutees had left), and as long as they stay on task, I think it's great experience for Daniel.

That session proved to be the turning point for Daniel. Although he was not always placed with this particular tutee, he began tutoring in earnest. Halfway through the tutoring component, Daniel reported in a written reflection that he felt good about his tutoring accomplishments:

> I don't know about other people though, because they are helping different people and they might not be suceeding as much. So they could be really frustrated at themselves or at thier tutees because either one of them could be doing something wrong. So far I've helped a couple of people and it's hard to adjust to their type of reading and ways to help them out because everybody has thier own style and ways of doing things. So I find helping these people a challenge to myself because with the number of people I've already helped I have to find different ways of helping that particular person, and after Im done I feel good that I've helped them the best way I could and I hope they feel good and that they have learned something after I have tried to teach them.

Daniel began exploring different approaches to teaching reading, and he found that because each student had different needs, he had to adjust his teaching methods. This additional complexity in the tutoring process challenged him, and made the tutoring sessions worth his time—a very important decision to Daniel. Crucial to this turning point in Daniel's experience was his ability to perceive the tutoring sessions as worthy of the time he spent on them.

Daniel's change of attitude is quite remarkable, considering that Daniel felt the addition of tutoring was outside of the class's stated objectives, and thus, not a component he was required to fulfill. If given the choice, Daniel strongly preferred spending his time in other ways. However, after sitting through several tutoring sessions, his skateboard either grasped in one hand or tucked securely under his seat, Daniel began to think about teaching. He began to think about how he might best teach to a particular student, and within that dilemma, Daniel began using his time cognitively rather than physically. A small indicator of this shift from physical to cognitive is the placement of Daniel's skateboard. He began leaning the skateboard against the side of his desk, separated from his body by only a few inches, but separated nonetheless. Previously, Daniel had kept one part of his body touching the skateboard at all times—if the board were under his desk, he aligned his foot so that it rested on the skateboard's deck (almost an "in-flight" stance; as if he could leave at any moment by simply pushing off with the other foot).

I interpreted the placement of the skateboard along the desk as an indication of Daniel's time commitment. I had committed the class to one hour a week of tutoring, but Daniel had not until this point committed his own time to the project. The difference is more than semantic. Once Daniel could make that transition from physical to cognitive, he began to be challenged by the task before him. The tutee's situation, that is, became a cognitive "wave" that Daniel had to first gauge and then attempt to ride. Although this analogy certainly does not do justice to the tutee and her efforts, it fits Daniel's world view quite nicely. When he could challenge himself cerebrally in the same way he could

challenge his body in the desert or on the ocean, he found the experience worth his time. He found himself successful.

Throughout the semester, Daniel continued to function as the "class voice." Late October the class was asked to fill out course evaluation forms, and I was required to leave the room for ten minutes. The person in charge while I was gone, Suzy, reported to me that

> there'd been "a mass exodus led by Skateboard Man." Meaning, of course, that as soon as Daniel filled out and handed in his evaluation sheet, he picked up his skateboard and backpack and ran out the door. (Suzy noted that he "ran"—and that others then followed him.).

Daniel's perspective on time did not alter over the course of the semester. When class time began infringing on his own time, he was more likely to leave than to adapt. However, his attitude toward service-learning did change. The tutoring sessions became worth his time, and instead of experiencing boredom, he began looking forward to each week. During tutoring sessions, I could hear Daniel talking animatedly to his tutee, even if they were seated across the room. In late November after a tutoring session, I sat down with Daniel and had a wonderful conversation with him, which I later recorded in my journal:

> I talked with Daniel for a few minutes after the tutees left the lab, and told him what a great job he was doing. I could hear him with his tutee quite clearly—and he was giving her direction on writing a summary. He was a natural—I almost couldn't believe it! He gave her examples from his own experience, and

then read over her summary and praised her for it—while pointing out areas that could be made stronger. Then they discussed the ending of the novel—Daniel didn't like it, and his tutee did—so they talked about how the author had written the ending. I thought it quite advanced and complex—that they had moved, as a tutoring group, from reading the novel to discussing the author's concluding strategies. Daniel said he had to stop himself and ask the tutee whether or not she liked the ending of the book, and when she said that she did like it, he asked why. He said he was careful not to push his views on her, but he still outlined what he thought and they talked about it. I had heard this conversation between Daniel and his tutee, and he did indeed stop and listen to what she had to say—instead of simply dismissing the end of the novel.

Daniel thanked me for the feedback—he said he'd been thinking about being a teacher (this from a guy who wanted nothing at all to do with SL at the beginning of the semester!), and still had general ed. as a major. He wasn't sure what direction he wanted to take his education in. We talked about teachers' salaries—always a downer to prospective teachers—and the fact that he wants to stay in the South Bay area. I told him the ability to teach was a gift—and he had that gift, regardless of what he did with it. Perhaps it would serve him well in a supervisory position someday—but (and I didn't tell him this—I'm thinking it now) [without the service-learning component] I never would have known about, nor would have seen him develop, his skill for teaching.

I was elated. After the final tutoring session, Daniel declared that tutoring was not boring, even though he felt frustrated sometimes when something that was so easy for

him to understand seemed so difficult for the tutee. In his last written reflection, he contemplates the tutoring experience:

> I have to say though that it wasn't a complete waste of time because from the reactions I got from the people I helped was good and they were reading a lot more after asking me questions about a particular chapter or a part in the book. So that made me feel good knowing the fact that I could help someone out with thier reading. So all in all my attitude changed from bad to good over the course of these past weeks.

Daniel's attitude in our class did not change, however, as is evident from this late November entry in my reflective journal:

> I announced to the class that Monday would be their last service-learning day. Students acknowledged this, but didn't seem too concerned one way or another. A couple just nodded. I asked if there were any questions, and Daniel raised his hand (of course!). He asked, "When is the last day of this class?" A classic Daniel question! I told the class that they had two more weeks, because we weren't meeting during finals week.

As had become standard in our class, Daniel saw the end of the semester as an accomplishment only because he would have his English A class finished. Yet, the service-learning component had become a separate accomplishment, an act dependent not only upon time but also upon what actually transpired during the sessions.

Daniel found that part of his tutoring pedagogy was separating his own views about the novel from those of his tutees. He felt he had to be very careful not to influence

his tutees' emotional reaction to the novel, and that called for revision of his word choices. Daniel frequently spoke in class without thinking, and without gauging the influence of his words upon his listener. When tutoring, he found himself carefully choosing his vocabulary so that he would not use words that might influence how his tutees perceived the novel. Daniel's self-censoring did not extend to the classroom, however, and during class sessions he frequently spoke out or gestured so as to indicate displeasure or boredom.

I wondered about Daniel's tendency to separate the service-learning experience from the classroom experience, as other students in the class also felt this way. Because his opinions so often reflected those of the class, I looked to Daniel's experience to inform me about more thoroughly integrating the service-learning component into the writing class curriculum. I found that Daniel had incorporated the service-learning with the class curriculum, and what he saw separately was the class experience itself. Daniel, like other students in the service-learning class, was actively reading and discussing the Harry Potter novel with his tutees. Like Daniel, the other service-learning class students also were discussing among themselves and with me how best to teach their tutees, and they took this task very seriously. In the classroom, however, it seemed difficult for Daniel and his fellow class members to shift from teaching to learning. Daniel, in particular, began to see the tutoring sessions as much more worth his time, and the class sessions, which previously he had acknowledged as important only in his ability to endure them, became redundant. The real "work" of the class was being done outside of the classroom.

During the final class assignment, where groups were working collaboratively to write and produce a service-learning manual, Daniel focused diligently on relating his experience to future tutors. He felt that his change of attitude, together with his ability to adjust tutoring methods for various tutees' needs, was important information that could be of use to other reading tutors. Although this composing process was definitely a class assignment, most of the work was accomplished outside of class time. The class sessions were still boring to Daniel, but the boredom seemed to arise from the act of being in a class rather than working toward a goal. The distinction is important. During the semester I had struggled to bring the service-learning component into our class sessions, and instead Daniel had found a way to bring the writing component into his service-learning sessions.

Daniel believes that "with reading the sky's the limit," and although he personally is not an avid reader, he feels he should be working toward making his tutee a stronger reader. It would be hard to know what Daniel's behavior, or attitude, would be in another course or even in six months from now. However, it does seem that in this course, there was some transformation from Daniel seeing the entire course as a waste of time to moving toward seeing that working with a person regarding reading could be a way to engage more thoroughly in literacy.

I saw evidence of Daniel's transformation multiple times throughout the final weeks of the service-learning experience, as Daniel became truly engaged in the defining of terms or engagement of ideas. In fact, I'd like to return for a moment to Daniel's original statement that people no longer learn from each other and instead look to

technology as a teacher. During the final service-learning session, Daniel and his tutee had finished discussing the entire novel and so, in search of something to do, began surfing the Internet together. They were looking for Harry Potter-related websites, and I could see and hear them clearly from my corner of the room. Both Daniel and his tutee were discussing the kinds of websites available concerning the novel, and how those websites reflected the difficulties they had faced when discussing the novel's particulars.

Daniel had found a way to incorporate his belief that technology was a valuable teacher with the newfound challenge of working with others. It does not escape me, by the way, that even though the act might be metaphoric, during his last tutorial session Daniel was surfing. A happy ending for Daniel, his tutees and me, considering Daniel refused to be interviewed for this case study. He said he did not have the time.

Tom

Tom wants to be a teacher in the future. He reasons that "It makes me feel good to help people learn so I figure I would like to teach." His successful completion of the service-learning class marked Tom's second full semester in college, and he hopes to go into teaching directly after college is finished. He's also newly engaged, and his relationship with his fiance has awakened a love of books that began long ago, in the living room of his grandmother. Tom's fiance is a college English major, and that extra push was all the impetus Tom needed to resume reading. He now reads every day, approximately two novels a month, and his reading experiences help him feel closer to both his fiance and his grandmother.

Tom's grandmother instilled a love of reading in him. He remembers chilly winters curled up warm inside his grandmother's house, watching snow falling outside the window and listening to her reading Dr. Seuss to him as he snacked on M&Ms and salted peanuts. The memory lingers still, beautiful and haunting, and he says of all the stories he's read, "by far, this is my favorite story of all."

The rest of Tom's family, including two brothers and a sister, has always been interested in reading, although that reading has focused on particular interests of each person, as he recounts in this written reflection:

> My family growing up read magazines. My oldest brother read track magazines mostly. My other brother always read muscle magazines. My sister read girly magazines. I read a veriouty of magazines from Sports Illistrated, mucsle magazines, and the sports page of the paper.

Tom never really read many books until last summer, when he became interested in Tom Clancy's novels. He now reads before he goes to bed, and his passion for Tom Clancy directed my choice of pseudonyms for his case study. He writes in an essay that

> Sometimes when I am in the middle of reading a novel by Grisham or Clancy, I lose my train of thought and start thinking back to the times I read with my grandmother. I think that I enjoy reading so much because I love reminiscing about those early days with my grandmother.

Reading is an activity that Tom shares with his family, but for Tom the connection goes much deeper than that. Through reading, Tom also strengthens his emotional ties to his family. His grandmother, his siblings and his fiance all awaken in him a love of reading,

and at the same time, through reading he shares that love with his family, and his love for his family.

Tom's choice of reading materials indicates his other interests. He is a sports enthusiast, and this fact directed both his early reading and his extracurricular activities. He is very tall; Tom played on the varsity basketball team all four of his high school years. He was the only white player on the team, a fact he says he didn't notice until his best friend pointed out that all the other team members were African-American. Although his best friend teased him about being an "outcast," Tom remembers his teammates as warm and accepting in this essay excerpt:

> It was not a big deal to me at all and I never acted differently toward my teammates. As it turned out, my teammates treated me exactly the same as each other. There was never a barrier or wall between us because of our different races or cultural upbringing. I loved getting to know these guys because I never let discrimination or intolerance get in the way. But more importantly, they never let discrimination or intolerance get in the way. [Italics the author's.]

Tom grew up in a primarily white community, so his experience with sports allowed him to learn about cultural differences. In fact, he sees this aspect of his own educational experience as important in all education, and discusses this in an essay excerpt:

> Education today has become more than just learning the basics of reading, writing, and arithmetic. In early education especially, it consists of sharing, learning how to interact with peers, and developing social skills. These lessons are very important for young people to learn. A child who learns how to share

> and be polite and courteous, makes a more compassionate and understanding adult. Education in school can actually be the foundation for creating a better, more tolerant person.

This attitude toward education informed Tom's expectations of the upcoming service-learning experience. The tutoring would, he felt, give him both his first experience actually teaching someone and the chance to see his educational ideas in action. In an early written reflection he writes:

> I feel excited about the expierence thats coming up. Im actually studding to be a teacher. This will be an expierence for me. My anxieties about this expierence is maybe loosing interest with the project, finding better things to do. Getting to busy for it. My expectations of this expierence is to help people learn, like I want to do the rest of my life.

During the first tutoring session, I paired Tom with a young man from Taiwan. The choice was serendipitous; Tom was early to the classroom and waiting to be assigned a tutee, and I paired him with the first male who walked over from the ESL classroom. They began talking immediately. By the end of the session, the two had exchanged e-mail addresses and a relationship had begun that would continue past the end of the semester.

Tom found that one method of tutoring worked best with his tutee, and he kept that method consistent throughout the ten weeks of tutoring. Tom had his tutee "read and ask questions and we'd talk about them." The important part, Tom is quick to point out, isn't the tutoring. It's the fact that his tutee really wanted to learn, and because he had a

willing tutee, Tom found choosing a tutoring strategy fairly simple. After the first tutoring session, Tom reflected in writing upon the experience:

> I really enjoyed tuttoring the student that I did. On the other hand I thought the book was a little difficult for him. Confusing him on Hagrid's english. But he the tutte had a lot of good questions that I was very helpful on teaching him. I enjoyed this session and I really feel that's where I belong now and in my future as a teacher. I gave my email adress to even help on questions there too. I really took this assignment serious, not only to help him, but myself for Im really going to get some expierence doing this and hope I can help any tutee the best I can in class and out too. On questions he had was what was the meaning of some words. First I would give him my definition and then we would look it up. That I thought would help him understand it better hearing it twice.

Although Tom says he used one basic tutoring strategy, even within this last reflection he reveals another. The decision to have his tutee hear two consecutive definitions of the same word is, in fact, a strategy that experienced tutors might use, for it encourages the student to hear or to process the definition in several different modalities, oral and written. In addition, it gives the student practical experience with a dictionary. Such advanced tutorial strategies reveal the thought Tom put into his pedagogy. He is modeling, for himself and for his tutee, behavior that will help them both in college.

From the first tutoring session, Tom was concerned about the difficult vocabulary his tutee was encountering in the Harry Potter novel. In this interview excerpt, Tom discusses the challenge of teaching an ESL student English idioms:

Interviewer: What was your toughest moment during the tutoring sessions?

Tom: Right at the beginning, explaining figure of speeches, like "beating around the bush," and not really beating around the bush.

I: Not really, but...

T: Figure of speech, yeah...and I kind of showed him that stuff and there was a feeling in the Harry Potter book that he'd have. He'd always underline them and then he'd come to me. But he picked up, he started underlining the figure of speech that...

I: Oh, I see.

T: But he picked up on it.

I: So you taught him much more than just straight translation or literally what the word meant.

T: Yeah.

I: It's called "idioms."

T: Yeah. I thought that was pretty important...

I: It's pretty sophisticated.

T: ...to know that, cause then he'd feel that Harry Potter was probably beating around the bush with a bat or something.

Halfway through the tutoring component, Tom was still excited about tutoring. In fact, Tom and his tutee, Nicky, had found a new area of mutual interest: sports. Tom

began to share with Nicky his love of reading the sports page in the newspaper. In a written reflection, he states:

> The changes that I have seen since we started the tutor process, is that my tutee maybe reading a little faster than when he started. He has less question than he had before. He's understanding the slang of words that's not really what they mean. When I ask him questions on what he has read, he knows better of what he read. He is also starting to enjoy reading more that he understands even better, I thing my tutee will be a big reader in books after he finishes Harry Potter. He starting to enjoy reading sports pages from the newspaper. I bring him the sports section every Monday. He also showed me an essay that he wrote, and his writing is pretty good.

The depth of Tom's relationship with his tutee is evident through Tom's deliberate and consistent sharing of specific reading materials. For Tom, reading the sports page is one of the small acts that connects him to his family while still letting him develop his own interests and personality. I interpreted Tom's sharing of the sports page with Nicky as an invitation for Nicky to join a more select circle of people in Tom's life.

Yet, establishing a close tutoring relationship brings with it the perils of change. Twice during the semester, Tom was present for his tutoring session with Nicky but had changed his appearance so drastically that Nicky was startled. The first time this happened, Nicky didn't even recognize his tutor. Tom showed up on a Monday morning with a new hairstyle and new hair color. He had dyed his hair bright...well, orange is the best word I can use. His hair glowed like a melting orange creamsicle. My mouth

dropped open when he walked in and took his regular seat at the far end of the room, where he waited for Nicky. That evening I wrote in my reflective journal about what happened next:

> When Tom's tutee arrived, he looked around for Tom—looked right at him!—and then walked over to me to find out what to do. He thought Tom was absent, but actually Tom dyed his hair. His tutee didn't even recognize Tom when he looked directly at him! Tom and I both thought it was pretty funny. I'm not sure what the tutee thought. I told the tutee to turn around, Tom began waving his hands, and then after a long pause the tutee made the connection.

I was busy with organizing the day's tutoring groups, but I kept glancing over to the corner where Tom and Nicky worked. Once in a while Nicky would look up and stare at Tom's head, Nicky would laugh, and once Nicky reached up to touch Tom's hair. I thought for quite a while about Nicky's initial reaction. Although his confusion seemed temporary, Nicky had to adapt to this sudden change in Tom's appearance, and incorporate the change into their working relationship. I don't remember seeing, in any of the other tutorial groups, such dependence upon "sameness" in a tutorial session. Each physical change was difficult for Nicky, although the changes (always instigated in some way or other by Tom) did not seem to bother Tom to any great extent. Tom did recognize, however, that the abrupt change of hair color had also changed something intangible in their tutorial relationship. I am reminded again of Tom's early childhood literacy memories, which are so entwined with sensory detail and consistency. When he reflects upon reading with his grandmother, Tom can again taste the peanuts, can again

hear the winter storm against the window. Perhaps Nicky was drawn, in much the same way, to consistency of elements possibly necessary for him to take learning risks. I do not know if such consistency enabled Nicky to more thoroughly risk learning in the tutorial sessions, but such a possibility is fascinating, and makes sense to me. The fact that both Tom and Nicky were able to adapt to small physical elements seemed to me a positive indication that their tutorial relationship was growing.

Later in the semester, Tom broke his leg on a skiing trip. He managed quite well on crutches, but the cast made sitting in a classroom awkward for such a tall young man. In addition, the tutoring sessions were held in a computer lab, so the tables with their bolted-down monitors could not be reconfigured to accommodate a cast. Tom and Nicky had to change the way they sat, and the result was a greater spatial distance between tutor and tutee. This arrangement continued for about two weeks but ultimately was unacceptable, because eventually they changed their seating arrangement to side-by-side. Instead of turning their chairs so that tutor and tutee faced each other, Tom and Nicky began to sit side by side with the extremely long leg in its cast stretched out in front of both of them. They had reestablished their previous spatial connection by adapting to the situation.

Nicky was absent for the final tutoring session. Tom told me that Nicky had finished the novel, and they had been working on other reading material through e-mail exchanges. Tom reflects upon his tutoring experience in the following written reflection:

> My final reflection was a good one. I got along with the person I was tutoring. He read English pretty well already. I felt good when he had questions that I

answered that helped him learn more and understand. For me wanting to be a teacher, I think that made me want to be a teacher more than ever before. Tutoring Nicky helped me learn on approaching subjects better, that will improve my teaching ability before I become a teacher. My attitude before was being pretty excited to get my first teaching expierence. Now that it is over I still feel pretty excited for whats to come. My anxieties before was what if I gave up, learning that I wasn't even thinking about giving up I tried even harder, to make sure I was there everyday and not being late. And finally my expectation was to help someone learn, and that's what I did. This was a good learning expierence and hope I get more like it.

Tom says he will continue to see Nicky, whom he describes as "pretty nice." Tom also recognizes the amount of work required of a tutor in order to be successful. In an interview excerpt, he says:

> I guess it helped that I tutored a kid from another country who can't really speak very good English and therefore I had to make myself be a better writer or gain literacy and everything to teach him how to write.

Tom was able to integrate the service-learning experience into the writing classroom, particularly the final collaborative class assignment:

> Interviewer: Now, keeping in mind that this service-learning you did, the tutoring, was related to your own composition class, did you feel like it helped you any as a writer? To have the tutoring experience?

Tom: To have the tutoring experience, um, I'd say yeah, reading and writing. 'Cause I actually had to show my tutee, or read along with him and show him the proper way. So it helped me out to better understand whatever it is that we were reading.

I: And would you put more attention toward the writing...

T: Writing-wise, wasn't much writing, but it could translate into...

I: Did it give you something to write about?

T: Yeah, we had a paper at the end. Yeah, then from what I learned the whole experience, came down to writing a paper.

In this interview excerpt, Tom recognizes the importance of reading within his writing classroom. Although the interviewer does need to prompt Tom in the direction of synthesis, Tom is able to take the various elements of the class and service-learning experience and relate that it all "came down to writing a paper." That is, the eighteen-week experience of teaching, reading, discussing and writing became transformed into an end written product. The ability to synthesize the service-learning component with the classroom experience was one area of this study that plagued me throughout the semester, and most of Tom's class members were not able to synthesize so fully nor so readily as Tom. I can see, again, the importance of his early positive memories of literacy. Within those memories is the synthesis of loving relationship, home, safety, nourishment and story. The sensory memories are acute, and are undeniably tied into Tom's ideas of literacy. I found that they became tied into my own ideas as well, as I watched Tom and his tutee struggle to make meaning with the text and with the small elements of their

relationship. Issues I might previously have discounted, like physical appearance and physical proximity, became important to the success of individual tutoring sessions.

In his tutoring, Tom was able to share his vision of reading with his tutee, and as he states in an essay excerpt, this is a vision that transcends the written word and establishes meaningful relationships:

> The joy I get from reading is not just from the words alone, but from the memory of the times I read with my grandmother all those years ago. My own parents were never really avid readers. In fact, I don't think I can picture a time when my parents discussed a great book they had read or even the daily stories in the newspaper. I think my grandmother knew that she was the only one who would introduce me to the wonderful world of books and stories. Reading with her was never a chore or a lesson.

This literacy encounter resonates with, and calls up for Tom, the very powerful early literacy encounter in his own life. By his own admission, that earlier encounter seeps through this experience now, and I can imagine the early memory of his grandmother being one of the central motivating encounters that shape a teacher's life. The fact that Tom is able to layer one early and significant experience onto another more recent literacy experience is the result of the service-learning experience itself. Few other types of experiences will allow him to meld the earlier memory of reading with his current teaching strategies and tutorial relationship. The service-learning experience allowed Tom to reexperience the interpersonal nature of his literacy connection, and this connection reinforced his desire to teach.

Over the course of the semester Tom was able to translate that early vision of reading with his grandmother into pedagogy. As I watched the progression of their tutorial relationship, I realized that presumably insignificant things can take on great importance when viewed through a meaningful context. For instance, when Tom remembers reading with his grandmother, he recalls the taste of peanuts and M&Ms. I wondered what Nicky would think of, when in the future he reflects back on his tutorial experience with Tom. Through his tutoring experience with Nicky, Tom both reinforced his belief in teaching and shared that belief with his tutor. In the end, he had made a friend.

Mara

Mara had the unusual opportunity of attending the English A service-learning class with her younger sister, Lakesha. Lakesha had already repeated the English A class twice, both times with me as the instructor. Each time she had failed the course due to excess absences, and this was her third try. Mara, attractive and quiet, is a African-American woman in her early twenties, was enrolled in the course for the first time and didn't seem to mind sharing a classroom with her sister. In fact, when I asked her about it, Mara just shrugged her shoulders and said, "I never see her." Which was true. Lakesha was continuing the pattern of absences that she had begun the previous year. In contrast, Mara was usually in class and on time.

Outside of class, Mara and her sister Lakesha also share an apartment located in Compton, a city in the Los Angeles area with a local reputation of active gang conflicts

and unsafe neighborhoods. Despite this reputation, the communities in Compton remain closely-knit and the area churches have strong voices in civic affairs as well as in worship.

Mara shares a deep Christian faith with her mother and grandmother, and this faith contributed to her original college choice. After high school, Mara directly enrolled in Biola University, a private nondenominational Christian college in Southern California. In the following essay excerpt, she recounts her college experience when she moved to a dorm on campus and was thrilled to be out on her own for the first time:

> I was so excited. I was away from home, living on campus no mother telling me what to do. I could come and go as I pleased without a certain time to be back. Yeah, I was on my own. Well that's what I thought; but the truth was that I had no job, which means that I was calling home asking my mom for money. That would start her in to complaining about everything. I would try to explain to her that my finical aid and the student's loans were not enough for me to be living on campus and still have some money to spend. My mother was not trin to hear that she would just say that I need to get up and start to look for a job.

In the above passage, Mara sounds like most freshmen on their own for the first time. Mara values a close relationship with her mother, who years ago began college but had to drop out, and who has worked very hard over the years to support her two girls. Based on her own frustrating college experience, Mara's mother recognizes the importance of an advanced education. In an essay excerpt, Mara says:

> My mother wanted me to do better than she did. She explained to me how hard it's been since she dropped out of college. All she wants is the best for me.

Despite this support, sometimes Mara has gotten mixed messages from her mother concerning how to succeed in college. Mara had attended Biola expecting to have the exciting and tumultuous first college year that education professionals term the "Freshman experience." She lasted one semester, and blames herself for the financial failure that caused her to leave the school. Mara kept asking her mom for money, which her mom didn't have, and ignoring her mother's urging to get a job. Mara's financial distress coincided with her mother's subsequent illness, and when her mother was forced to take what Mara calls "medical retirement," Mara moved back home to help.

This first college experience has deeply affected Mara's perceptions of herself. Mara retained the view that college should be a wonderful and life-changing experience, but not for her. For other young people, but not for Mara. She believes she failed at her one chance in higher education, and anything she gets from here on out will be piecemeal. Yet, there is a part of Mara that still aches to be a college student in the fullest sense of the word—present on campus and in her community, and growing as a person and student. Even though Mara moved home, she kept thinking about school.

After the worst of her mother's health crisis had passed, Mara attended another community college for a while until emotions commingled with finances, and again she left college, as she recounts in this essay excerpt:

> Sometimes I would just sit and wonder about school and me. I used to think and sometimes still do think that school is not for me. I would start off so well at the

beginning of the semester and toward the middle I would start to slack off. I would get discourage and my feelings would get so hurt. This is what to me at College of the Valleys spring semester. My mother never know I felt this way, but I was always responsible as far as it came to money. I would spend money wisely but it's just something about school that I had problems with. I used to say that school was not for me. I had tried college to many times and not finished because I would get the same feelings would come over me.

Mara feels she's older now, and more likely to accomplish what she sets out to do. She and her sister now share an apartment, and Mara attends school full time. She also works full time. She also relies on the public bus for transportation. The financial difficulties, and her need to work in order to support herself, contribute to her attitude toward her own education. Mara discusses this in an essay excerpt:

> I stay stressed out a lot because at work I work all these hours just to make ends meet. Then there is school trying to make dead lines for class, making sure that my homework and papers get in on time and things like that. I am trying to stay in school so that I can do what I need to do to get my degrees. It's hard at times to stay focused and go after my goals. I try to take it slow and one day at a time. If I past this semester I can say I did it and that will make me feel good and get me to keep moving forward.

Mara is counting on individual successes both at school and at work to sustain her motivation. Paradoxically, she blames herself for what she has not yet done. In a written

essay, Mara points to her mother and grandmother's insistence that reading is essential, and to her own lack of initiative where reading is concerned:

> There are many of times that I wish that I would have listen to my mother and grandmother had told me about reading. "Mara you need to read more" they would both say, "stop watching so much television and pick up a book". Even to this day I don't like to read. I understand how important that it is but I still don't read on my own. I am getting better because I have been trying to read more frequently. What I do is try to find something that I'm interested in, pick it up and just start reading it. I'm determined to bring up my vocabulary and reading level. "Reading is important to make it educationally", momma always said.

Despite Mara's self-doubt, she is extremely resilient. Her repeated attempts at college, in the face of overwhelming financial and emotional odds, speak to her ability to continue working toward goals. Mara was very scared when she was told about the tutoring component, and in the following written reflection I can see so clearly the internal battle she wages with herself concerning her ability and perseverance:

> My attitude about this assignment with the ESL students is really really scarey. For one I don't like to read and how can I be of any help to someone else if I may have a problem with it myself. What if I don't know the word or an answer to a question. It's going to be very hard for me but I'm willing to give it a try. I pray that I don't get discourage as sometimes I do. If that happen then what. What if I get stuck. Am I really going to be of any help at all.

I'm nervous. I'm a shy quiet person, what am I going to do. I think maybe I should be prepared for this, but how? I have never done anything like this before. I might need help myself.

I don't read that often I might not understand it myself.

I expect to do the best I can. I'll help as much as I can, but I scared really scared. I can't express that enough.

Mara was a bit late to the first tutoring session. I had established a few groups already and there were no waiting tutees, so I had Mara sit in with a group that had already begun. Mara was quiet and let the group's original tutor take the lead. Afterward, she wrote about the experience in a reflection:

I was kind of scared starting out but I think everything is going to be just find. First of all I need to read the book ahead of them. I started the book but I'm not where I should be. I was placed in a already group made so I let that person deal with the ESL student. In a way I felt a little strange because I did not know a couple of things that the ESL student asked. Next week will be a better session. I would be able to help more with the student. I felt kind of bad about letting do the time but once again I was placed there after they had start.

Mara both chastises herself for her lateness and inability to be prepared, and acknowledges that her fear level has subsided. She also begins to plan what she can do to prepare for the next session, but at the same time struggles with the negative emotions that accompany her lateness to class. She fails to mention, however, that Los Angeles was in the middle of a large public transportation strike and that very few buses were

running. Of those buses that were on the streets, most of them were extremely late and people had to cross picket lines in order to ride. One additional consequence of the bus strike: increased traffic on Los Angeles's already impacted roadways. As Mara was dependent upon the bus for her transportation to campus, she had no control over how long it might take her to get from one place to another. The city was under a transportation siege, yet Mara ruminates only on her inability to show up on time.

The bus strike continued for some weeks. Mara began tutoring one particular young woman, although I did not realize that they had consistently met. One day in early October, Mara did not show up for her tutoring session on time. I barely noticed her absence while I was involved in the flurry of activity surrounding the beginning of each session. After I'd organized groups, however, I realized that one tutee was still sitting alone. I sat with the tutee, who told me that her tutor was not yet here, and I began to work with her. This gave me a chance to experience the tutoring for myself, and I had a wonderful time. Mara showed up about twenty minutes later, a bit breathless and apologetic. She took over the tutoring session from me. I relate part of her story in my reflective journal:

> Today's SL was wonderful. There were only three ESL students I had to place with tutors, and the rest migrated to tutors they'd been previously assigned. That was great. I loved listening to the rising buzz of my students and the ESL students talking together. Since we were short a tutor for about 20 minutes, I worked with one ESL student. Her tutor finally arrived—late because she said someone had tried to break in her apartment window that morning—but I think it

was good for me to get a first-hand view of the tutoring experience. It was difficult, even for me, so I really recognized the amount of work students had to put in.

The actual story is a bit more grisly, and centers on Mara rather than on me. Asleep in her second-story apartment, Mara awoke, as usual, to her clock's 5:00am alarm (set that early to counter her transportation dilemma) just in time to find a man cutting open the window screen directly beside her bed. He was peeling down the screen as Mara awoke, and the noise of the alarm startled him enough that he jumped off the windowsill and ran away. Mara called the police, and spent the next few hours ruminating about what might have happened to her had her alarm clock not sounded a more general alarm for the apartment.

Mara was still shaky when she arrived twenty minutes late for her tutoring session. She was afraid to go home, unsure about what to do with the slashed screen, and worried that the man would come back to her bedroom window and try again. Yet, her written reflection from that day reveals an entirely different concern:

> To be a successful reading tutor you have to first of all, show up on time. I was late to my session on Monday and walking into class my instructor was sitting with my tutoree. I felt kind of bad, but I just walked over to where they where, stood their and listen for a moment to what they were discussing. At an approitate time my instructor looked up at me and explained to me that I could sit here with her for today. She also introduce the two of use. We both told the instructor that we knew each other because we worked together the week before. Also the

> tutoree had already asked me from previous if I could meet with her the following week. I was 15 minutes late and I apologize for that. She was really forward to meeting with me and I felt I let her down by being late. Even though I had an extremely good excuse it was rude and embrassing. Next Monday I definitely will be on time and not let my tutoree down.

Mara's distress reflects a city-wide bus strike, a near-miss encounter with an assailant, and an instructor who did not recognize her accomplishments. Yet, Mara again sets her mind to the possibility that if she tries harder, she can control the situation. Things will turn out better next week. The situational conflicts and Mara's internal conflicts are clear in the above excerpt, and were shot through the entire tutorial experience. Throughout the semester Mara reflected little on actual pedagogy, except to promise to review a chapter before meeting with her tutee. She discussed few actual concerns or issues with literacy. Her reflections are more focused on her reactions to situations, to her ability or, more often, inability to control outside influences, and her worries that this inability is somehow her fault. For Mara, the service-learning experience was less about deepening an understanding about literacy than proving to herself that she could finally succeed.

The suspect who tried to break in to her apartment was not apprehended, but neither did he try to do so again. Mara continued to struggle with her self-doubt throughout the semester, and once even skipped the service-learning part of the day, although she arrived after the tutees left the room and in time for the second class hour. Yet she did make headway with her tutee, and even found some humor in the situation, as I relate in my reflective journal:

> Today after the tutees left, I sat with Mara who told me last week her tutee had asked her to reread the chapter they'd be working on each week so they could go page by page. Mara thought this cute—and helpful. She said she had reread the chapter for this week, and the tutoring session went smoothly.

Mara had laughed as she related the above tutorial experience to me. There was no sign of self-doubt, although she certainly could have negatively interpreted her tutee's comments.

After the final tutoring session, Mara wrote one last reflection upon her experience. In it, she says that she ultimately felt "good" about her accomplishments in tutoring. Considering how often Mara felt badly about herself, I thought this final reflection was a wonderful indicator of how Mara emotionally finished the semester:

> Now that I have completed the process of tutoring it was better then I had expected. I was nerve, scared and felt like how was I going to to help someone else understand a book when I don't even like to read.
>
> I actually was able to help the ESL student even thought at times I had difficulty explaining things sometimes. I did it, I got threw it and that all that matter.
>
> I felt like she looked forward to meet on Mondays. She would always come prepared with questions about a character or even a word she did not know.
>
> I am just glad that I was able to help someone because of the type of person I am it makes me feel good. I like helping others any way that I can. I think we all learned something from this experience.

I assume that Mara is speaking of her classmates in that last sentence. Yet, I would like to include myself in Mara's "we all learned," because the phrase certainly rings true for me. After the course had finished and I read through students' responses, I often found myself reflecting back on Mara's phrase "I did it, I got threw it and that all that matter." Mara did successfully finish the service-learning component and the class. She also braved a personal obstacle course that many of us will not have to endure, and she emerged feeling "good" about her experience. This, in turn, means a great deal to me, considering how often Mara felt badly about circumstances or conditions that were beyond her control.

I don't imagine Mara was able to counter a lifetime of self-blame in ten service-learning sessions, but small successes do add up. Mara was counting on just one victorious semester. This was Mara's first successful semester on any college campus, and she not only finished her courses, she succeeded in working with another person and confronting strong, tangible fears in order to do so. Perhaps that is all that matters.

Analysis

As I was writing the case studies, I thought again and again about the wide range of experiences my students encountered during the service-learning component. For the students whose cases are detailed here, the tutorial sessions were informed by their own pasts and by their own beliefs about themselves and about education. Only one of these students, Betty, initially based her tutorial strategies on past literacy experience, and for

Betty, this experience was centered on "real life" experiences as a mother to her sons rather than as a student or member of an academic community.

For the other three students discussed above, the service-learning experience did not begin as an adventure in exploring literacy but instead began with the students' very personal reasons for responding to their tutoring sessions. Tom looked forward to the experience because his strong and poignant memories of reading with his grandmother made the idea of tutoring exciting and gave him the chance to again relive those early moments. In contrast, Daniel viewed the tutoring sessions at best as a waste of time, at worst as yet another meaningless academic obstacle keeping him from what he wanted to do; and finally, Mara saw the tutoring sessions as a chance to make good on her promise of personal success in academia.

The case studies are meaningful to me in several ways. First, these students' individual experiences reinforce the fact that regardless of my own agenda in providing a service-learning component, students bring their own pasts, beliefs and desires to their service experience. I had wanted students to engage in and enhance their ideas about literacy, and I believe most of the service-learning class students did accomplish this. Yet, how the students engaged in the literacy discussion depended not so much upon my agenda but upon the individual.

Because the nature of these service experiences varies so widely, I would have a difficult time quantifying the success of a service-learning component in the basic writing classroom. I do believe, however, that qualitative methods—like the case studies above—can provide me with a spot-check of my own motivations and actions. In Betty's

case, I formed her tutorial group based on my knowledge of her prior experience as a mother. The two tutees, brother and sister, seemed scared and clung to each other. In retrospect, I can see where my choice of tutor for these two students might have hindered Betty's ability to base her tutoring strategies on academic experience rather than mothering experience. I certainly can not say whether a different tutorial group would have given Betty the chance to challenge her beliefs about being "not college material," and neither can I say that my particular rationale for choosing her group caused her to rely on life experience. Still, I wonder about the consequences of such decisions made in haste.

Of the students in these case studies, perhaps Tom brought to his tutoring sessions the most informed and insightful decisions regarding literacy and tutoring strategies. For instance, without knowing the descriptive word "idioms," Tom was able to pinpoint the importance for his tutee of certain phrases and the ensuing confusion if those phrases were taken literally. Tom seemed to have entered the tutoring sessions with an insightful view of what it means to read and write, and perhaps this view is in part informed by Tom's desire to be a teacher. He carries into the situation a heightened awareness that the same literary constructs (in this case, idioms) fluid English readers take as commonplace might provide a large hurdle that a beginning reader has to somehow climb.

Tom's concern in the matter of idioms is indicative of the concern all the students in the case studies extend toward their tutees. Even Daniel, who was entirely self-concerned at the beginning of the service-learning component, found himself gauging his

words so as not to influence his tutee's perceptions of the novel. In striking contrast, throughout the entire semester Daniel neither censored nor apologized for his words or attitude in the classroom. Daniel's case study underscores the importance of providing adequate means to incorporate the service experience into the basic writing classroom, although I still wonder how I could have more fully integrated the service into my class.

I had mentioned in this chapter's introduction that service-learning experiences are highly personal, and often are influenced by forces outside of the instructor's control. Mara's experiences certainly point to the validity of that statement. Neither she nor I had any control over the city-wide bus strike or over her apartment break-in. We did not expect these events, although they certainly impacted Mara's experience of tutoring. Mara was less able to focus on tutoring strategies than other students in these case studies, perhaps because she was so intent on developing life strategies. The measure of her success in the service-learning component, then, may better be measured by Mara's own expectations rather than mine. Mara had wanted to complete a "successful" semester. Mara's definition of "success" might be stated as simply finishing her courses. It would be interesting to see if in a year or two years from now, as she challenges her self-concept in college, Mara would approach a tutoring experience differently.

I do believe that these four students thought about and expanded their ideas concerning literacy, but for each one of them that increased understanding is subject to the context of the student's life. Howard (1993) reminds us that service-learning will result in a wide variety of outcomes. I feel strongly that within these various outcomes can be found the richness of experience that is at the heart of service-learning.

CHAPTER SIX

Discussion

In this chapter, I first review highlights of the study's findings. I then discuss my last reflective journal entry, where I listed the lessons I learned as the instructor, and how those lessons inform changes I will make when next I incorporate a literacy-based service-learning component into a basic writing class. Next, I present limitations to the study. Although I detail study limitations in my chapter on methodology, I use the discussion here to reflect and add to my comments. Finally, I discuss the use of this study as a model for incorporating literacy-based service-learning into a basic writing class, and argue for institution-wide adoption and evaluation of literacy-based service-learning in basic writing curricula.

Highlights of the Findings

My analysis of study findings is incorporated into chapters four and five. Highlights of those findings show the service-learning component contributed to significant changes in students' thinking about and understanding literacy and ability to work collaboratively. Moreover, the case studies point out the richness and variety of experience that basic writing students receive when they participate in service-learning, and this experience aligns with current institution-wide goals to broaden service-learning in higher education. Lu and Horner (2000) state:

> ...if one of the catalogued grand expectations of the academy is to advance interdisciplinarity and service learning, which allegedly means cultivating ways of

> thinking and speaking that break down the boundaries separating the academy and society at large and isolating academic disciplines, then we might use existing research in Basic Writing to foreground the capacity and aspirations of basic writers to meet this institutional expectation. (p. 45)

The findings of this study, and the richness and variety of the individual case studies, begin to address the question of how, in an academic setting that values service to the community but denies the history of basic writing as a discipline, basic writers can benefit from service-learning.

Increase in Students' Thinking About Literacy, and Enhancement in Students' Understanding of Literacy

I believe the most significant finding of this study is students' change in their thinking about and understanding literacy through incorporating literacy-based service-learning. The study's context was provided by both the large, diverse urban student population of the college and the timely popularity of the Harry Potter book series. These influences worked together to give students in both the service-learning and comparison classes the chance to enter an unusual moment in book publishing history, to explore the presenting issues of that historical moment, and to formulate and defend arguments about those issues.

However, only the service-learning class was able to take that exploration one step further and reenter the historical moment from the viewpoint of another population within the same college. What service-learning students found in that perspective changed their interpretation of the basic argument, and thus changed their conclusions.

While students in the comparison class distanced themselves from the discussion of literacy and instead perceived the argument of specialized vocabulary as one of power (who has power vs. who does not have power), the service-learning students perceived the argument as one of whether the vocabulary was necessary or beneficial—what was beneficial for themselves, what was beneficial for their tutees. Service-learning students became advocates for what they perceived as their tutees' literacy needs. The service-learning component of the class allowed students access to a more complex way of viewing issues surrounding literacy.

Increase in Students' Collaborative Effort

I found the increase in ability to work collaboratively toward a common goal an unexpected outcome of this study. Moreover, I found that students in the service-learning class began to view themselves as experts in tutoring, and redefined the meaning of "peer collaboration" to include me as a fellow teacher.

I hadn't been looking for such a result in my study, although Astin and Sax (1998) found that undergraduate students who participated in service showed an increased ability to work collaboratively. Within my study, service-learning class students tended to be other-focused and shared responsibility for the success of the group's writing project. My findings underscore the importance of context for basic writing students working within groups. As Trimbur (1985) discusses, acknowledging the paradigm of interpretive communities in a collaborative learning classroom means grappling with difficult questions concerning power and community:

> These questions assume that we can't teach literacy in any pure or unmediated sense but that reading and writing always take place within social and cultural contexts. How then in teaching writing can we externalize contexts that usually remain implicit and unexamined? Answers to such questions can enrich composition studies by developing a much fuller sense of the social and cultural contexts of composing—of what context, being with the text, means for students and for writing teachers. (pp. 108-109)

Although I cannot specifically connect the service-learning students' tutoring context with their increased collaborative efforts, neither can I deny that there is such a connection. Certainly students in both classes had to determine within their small groups how to handle leadership and writing concerns. The above quotation highlights the need to externalize contexts within collaborative learning, and in this study service-learning provided the method through which to accomplish that important task.

Lessons Learned: What I Will Do Differently Next Time

I intended for my study to lay the groundwork for larger practice and evaluation of literacy-based service-learning in basic writing classes. I believe I have provided such a foundation. Yet, when I repeat the service-learning component in another basic writing course, there are important elements I will change. My final reflective journal entry, written on the last regularly-held class day, lists the revisions I will incorporate next time. Although I am including this final journal entry, my subsequent thoughts about the journal entry itself reveal a different perspective on my next service-learning component.

I provide my final journal entry, and afterward I reflect upon the additional knowledge I've gained from maintaining a reflective journal:

> This is my last journal entry. I'm pretty psyched—it's been a long semester, for me and for my students.... This morning I was glancing at some of the SL class's final reflections, and was really pleased that students thought the SL experience worthwhile. Of course I'm thinking about things I'd do differently next time. I'll write them in a list.
>
> 1. Do more background reading in ESL. I think this would have helped me to understand the reading concerns facing the tutees, and I could have more thoroughly prepared my students when they were learning to tutor.
> 2. Establish a strong relationship with the ESL instructor before the SL planning phase. I ended up contacting Kelly Chin at the last minute (the day before classes started!), and it was synchronicity or serendipity or chance that we were using the same novel. In the future I would like time to plan, to discuss needs of both classes, and to discuss timelines. I'm realizing that the teacher partnership is every bit as important to the process as the tutoring relationship. I was fortunate that Dr. Chin was so flexible and willing to help out, even to the point of changing her syllabus to accommodate my project. I think this relationship is also where funding could be used—to provide course releases for instructors. These course releases could be for a planning phase or for the actual project implementation.
> 3. Discuss implications of novel or reading choices. My students felt that the Harry Potter novel was much too difficult for many of their tutees. Yet, other tutees read the book fairly easily. The unusual vocabulary added an extra difficult

dimension to the tutoring process, but also made for interesting discussion among the tutors and in our class. I would discuss the novel choice with the ESL instructor and brainstorm on possible consequences/implications. This time, when the vocabulary proved difficult for tutees I was really surprised and didn't quite know how to respond to my students. My students, in turn, were even more uneasy about what to do.

4. Choose an appropriate setting for the tutoring days. The computer lab was certainly not ideal, although there were no other options available. If I had planned more carefully, I could have scheduled a classroom ahead of time that would have provided a quieter atmosphere (preferably without computers!).

The focus on logistics, with which I am so concerned in my reflective journal, took away both time and focus from possible educational outcomes of the service-learning experience. Even within my last journal entry, I am thinking about how better to organize the tutoring rather than how to draw out and enhance some of my pedagogical insights. The time spent organizing the service-learning component, however, was necessary to the success of the tutoring sessions. Yet, I do not mention in my "to-do" list the fact that providing means to explore class dynamics will be of use in my future service-learning classes. Specifically, I do not even mention the extraordinary ability of my service-learning class students to discuss with me their pedagogical strategies, treating me as a peer instead of as their instructor. The fact is, I barely realized the dynamic was happening during the course. In an earlier journal entry I do mention the closeness I feel to my students when we are discussing teaching strategies, but I did not

realize the importance of my students' self-elevation to teacher status and their subsequent inclusion of me in that collective.

Future research on basic writing and service-learning will benefit from using that shift in student perspective as a study's unit of analysis, or at the very least capitalizing on the opportunity such a shift in perspective affords in the classroom. I know that in my future service-learning classes I will discuss with my students what it means for them to be teachers of a subject in which the college had previously labeled them "remedial." Explorations of this topic, and of the resulting shifts in student perspectives, may have important implications for basic writing research.

I am indebted to the teacher-research model for giving me the chance to review my reflective journal entries in an analytic light. I realized after the course was completed, and only upon close review of my journal, that not only had the shift in dynamic occurred but that it was one of the most important outcomes of this study.

As always, we learn from experience. That has been the greatest gift of using the teacher research model—the ability as the instructor both to experience and to reflect. I have found that the consequence of combining these elements is increased knowledge. It's no coincidence that service-learning, which by definition combines experience and reflection, also results in knowledge. In this respect, I found myself in the same position as my students and their tutees.

Limitations of the Study

In my chapter on methodology I outlined the various limitations to this study. I will not repeat what I previously stated, but I would like the opportunity to reflect further on limiting factors I view as particularly salient.

Service-learning is a Community Partnership

Service-learning involves a relationship between students, instructor, service recipients and site supervisor. This study looked only at the experiences of student tutors and instructor. The study did not explore the tutees' experiences, except peripherally where the tutees were mentioned in service-learning class student reflections. The study also did not examine the ESL instructor's experience. However, the experiences of both the tutees, as service recipients, and the ESL instructor, as site supervisor, are essential to the success of a service-learning project.

Effects of Service-learning on Specific Writing Issues and Concerns

This study looked at students' experiences in a basic writing class. The dimensions of the study did not extend to students' writing outcomes. This fact will frustrate many instructors and administrators who look to quantifiable outcomes as the standard for academic success, particularly within basic writing classes. Yet, as I discussed in my literature review, basic writing is a much more complex discipline than each successive generation of academics would like to admit. I would like to see future service-learning studies focus on basic writers' writing processes and outcomes, although I realize that no one study (or even series of studies!) will address the wide range of concerns presented by basic writing as a discipline.

I specifically developed this study's research questions to assist me in what I felt were the most pressing concerns in my basic writing classes. As I became increasingly familiar with basic writing literature, I also grew to know my students. I do not want to deny the importance of "correctness" in writing; neither do I want to limit my students or myself to a narrowly defined conception of what a writing class can be. I found that issues I initially thought were crucial (I recall one concern during my first week of teaching: "Most of the students can't locate a verb in a simple sentence") became contextualized by the time, place and population of the class. I would now question the validity of any basic writing research that denies these important factors.

Historical Context of the Study

Historical context is a factor, as was evident from my study. My students were tutoring one of the Harry Potter novels at the height of the series' popularity. Directly before the beginning of the semester, the most recent novel had just appeared on bookstore shelves. The books, their characters and the author repeatedly were in the news, and I was able to incorporate this fact into our class discussions and reflections.

The particular culture of Los Angeles County may also have limited the study. My classes experienced the misfortune of a serious and prolonged city bus strike that stranded several students and hindered the transportation of many others. I am not sure the extent of the influence the bus strike had on some students' ability to attend class or service-learning sessions. This is a limitation, as it undoubtedly affected study results in ways that even now I cannot ascertain.

Replicating Existing Social Systems

I mentioned in my chapter on methodology that one criticism of service-learning has been the tendency to replicate and reinforce already-established social systems. As I discussed in my literature review, students in the service-learning class were challenging their traditional position as a population who are "served," and instead within their service-learning component were "servers." This component of the study is an innovative addition to basic skills research. However, the students who were being tutored were the recipients of service, or the "served," reinforcing a position traditionally held by basic writers. As beginning speakers of English, these students were also basic writers and thus, this study did replicate an existing social system. I do not have an answer for this dilemma, although the ESL instructor did work with her students to make them conscious of this fact.

Demographics of the Sample

I have just stated that time, place and population are important. They also contribute to the limitations of this study. The sample size for my study was small, involving two basic writing classes. On a large, urban campus like mine, two basic writing classes are a drop in the developmental bucket. In addition, the campus has not yet instituted a service-learning office where campus-wide service-learning efforts may be implemented. I must say that I did not find the lack of a service-learning office detrimental to my study, although I would have welcomed any assistance in organizing the tutoring sessions themselves. As this study's service site was located on campus and involved another adult class, my coordination efforts primarily were with the other class

instructor. A service-learning office could have provided logistic assistance, freeing my time for pedagogical concerns.

A Model Literacy-based Service-learning Class for Basic Writers

In my literature review, I stated my intention to answer the challenge issued by Lu and Horner (2000) that basic writing research be used to establish the viability of integrating service-learning in basic writing courses. I wrote the text of this study to be used, together with the collaboratively-written student manual (see Appendix G), as a model for incorporating literacy-based service-learning into basic writing courses.

What can such a model do? Basic writing courses are notable, in part, for their difficulty in establishing core content, organization and methods of instruction. As I discussed in the literature review, Bizzell (1982/1997a) argues for course organization that places students in "historically defined contact zones, moments when different groups within the society contend for the power to interpret what is going on" (p. 739). A model basic writing curriculum incorporating literacy-based service-learning provides the contact zone, with the historical and societal context differing according to the institution and semester offered, and material chosen for tutoring.

I found that, in compiling the case studies, the service-learning experience varied greatly from student to student. I don't consider this aspect of service-learning troublesome; in fact, in my service-learning class the rich variety of experiences and responses became integral to class discussions and to students' tutorial relationships. Yet, I can well imagine the variables mounting each semester until an instructor would

feel overwhelmed with what might seem like a fragmented attempt at integrating service with curriculum. Here is where I see a model providing the necessary stability in a classroom around which chaos might then lead to enriched understanding rather than to fragmentation.

In order to establish more firmly the importance of a service-learning model for basic writing courses, I would like to outline the ten core model components. These components have been mentioned elsewhere in the text, but it serves good purpose to include them now as an argument for incorporating models, as well as a brief outline of the model itself:

1. Choose service that is literacy-based and at a level appropriate for basic writers.

I had students in my class tutor reading to beginning-level ESL students, which set the tutoring task at a manageable level and also kept the service on campus. Within the rest of this outline, I will refer to ESL tutoring as the service component in the model.

2. Establish a strong relationship with the ESL instructor before the service-learning planning phase, and include the ESL instructor in course and service planning.

My relationship with ESL instructor Kelly Chin began the night before our classes started. I now realize the importance of developing that relationship long before the start of a semester; we could have avoided or acknowledged problems and concerns before they happened, and we could have more fully developed in-class activities for both classes.

3. Take time to plan course and service integration.

Administrative help may be of great benefit here, in the form of a course release. Release time would be spent wisely by researching ESL pedagogy as well as planning course activities and tutor training. This is also the appropriate time to consider desired student outcomes. My students displayed complex thinking strategies, increased thinking about and enhanced understanding of literacy, and enhanced group collaboration efforts.

In addition, the class dynamics shifted from student-teacher to a more collaborative model of tutor-teacher, where students saw themselves as tutors effecting teaching strategies rather than as students receiving teaching strategies. My students included me in that model, and thus our discussions could center around which strategies were most helpful to tutees. When planning course and service integration, allow for such a dynamic to emerge, and be prepared to capitalize upon the opportunities such an extraordinary experience presents.

4. Discuss implications of the novel or reading choices, both with the ESL instructor and with the service-learning class.

My students argued over the popularity of the Potter novels, and what that popularity might connote for their tutees. The timeliness of the reading material contributed to the richness of students' class experience. The difficult vocabulary of the novel both added to class discussions and problematized students' tutoring sessions.

5. Choose an appropriate setting for tutoring.

As can be seen from my journal excerpts, using a computer lab as the tutoring center was often frustrating and provided students with unwanted diversions. In

subsequent basic writing courses where I employ literacy-based service-learning, I will devote more attention to the tutoring setting.

6. Plan adequate tutor training time into the course schedule.

Students in my class approached the service-learning experience with high levels of anxiety, and tutor training not only gave them background knowledge and experience, it also gave them the chance to practice and adjust their own anxieties and expectations about the experience. I chose a specific tutoring strategy ("Pause, prompt and praise"; Wheldall & Colmar, 1990) and structured in-class activities around the learning and practice of this tutoring strategy. I also began in-class written reflections at this point in the semester, asking students to reflect upon their tutor training experience. During tutor training, student written reflections were structured into responses to three questions:

a. What are your anxieties?

b. What are your attitudes?

c. What are your expectations?

These three questions, taken from previous tutor training research (Rabow, et al., 1999), helped me to focus students' reflections on their most pressing issues regarding their upcoming experience.

7. Provide many opportunities for reflection.

My students wrote timed reflections throughout the semester. I found this method gave them the means and opportunity to reflect on just-completed activities and tutoring sessions. I decided against another alternative, that of journaling done at home by the

student and turned in at various times during the semester. I wanted students to be able to capture their service-learning experience in writing while the experience itself was still fresh, and in-class timed reflections countered any student tendencies to procrastinate. The results of their reflections formed the basis for many lively discussions.

8. During tutoring sessions, consider yourself a facilitator.

I found my time during tutoring sessions was spent organizing groups and answering questions. At first this lack of hands-on control alarmed me, but I began to see my role during the service-learning sessions as markedly different than my role in the classroom. As their experiences progressed, my students began to think of themselves as tutoring experts. They began to respond to me as a teaching colleague rather than as the only expert in the class. This shift in class dynamics may be the single most important outcome of my class's experience with service-learning, and deserves to be explored more thoroughly in subsequent basic writing service-learning components.

9. Incorporate service-learning evaluation and assessment.

The teacher-research model gave me the opportunity to be both instructor and researcher. In addition, exploring cross-case comparisons proved a valuable tool for analyzing my experiences compared to my students'. Specifically, I used students' written reflections and my own reflective journal as a means to gauge the effectiveness of the service-learning component. Through ongoing analysis of my own reflective journal, I was able to adapt, revise and plan in-class activities that would complement and integrate classroom time with the service-learning component.

10. Provide a model for your students.

The same stability necessary to instructors is also necessary to students. Because service-learning means direct experience for the students but not necessarily for (or with!) the instructor, we cannot control for our students exactly what their experiences will entail. We can, however, provide a model for them that will give them the benefit of other students' hindsight. My students wrote their manual specifically for other students who in the future would be given the opportunity to tutor. Their experiences and advice can serve as a model for basic writing students who are new to service-learning.

An Argument for Department-wide Incorporation of Literacy-based Service-learning in Basic Writing Classes

Incorporation of service-learning into individual basic writing classes may certainly be successful, and given the turbulent political history of basic writing as a discipline, the use of service-learning (as with any innovative pedagogy) with basic writers implies educational reform. Yet, use in one course only implies reform. Although such a course might be successful, it does little to tackle educational reform across an institution or discipline. As Ed Zlotkowski (2001) says,

> To conceptualize service-learning only in terms of individual course design is to overlook its potential as a vehicle of general curricular reform, as a way of addressing a variety of pressing educational and institutional needs. (p. 33)

Literacy-based service-learning may assist one instructor in one particular course. I do not want to deny the importance of my own experience with service-learning and

basic writing; in fact, the exploration afforded me by teacher research has profoundly changed my relationship to my teaching and to my students. Service-learning itself has proved a valuable context through which to construct writing and reading classes. However, if the breadth of its use is restricted to solitary courses or individual instructors, we are not assessing the full potential of the pedagogy.

I can't imagine, nor do I expect, that somehow service-learning will change the institutional mindset that English remediation is a temporary problem. I also do not believe that service-learning will "solve" the remediation problem. Either one of these fantasies (although I indulged in them at the beginning of my teacher-research inquiry) denies the realities of teaching basic writing. Actually, I don't know what service-learning, implemented department-wide, will accomplish for basic writing. Perhaps that last statement holds my strongest argument for programmatic evaluation and assessment across an institution's basic writing courses. Such a plan will take a level of vision and courage not often seen in basic writing administration. However, assessment on a large scale will give us indications of whether or not to continue and develop literacy-based service-learning within basic writing curricula. Implementation of literacy-based service-learning in basic writing courses, institution-wide, provides opportunity for evaluation and assessment—and if successful, for basic writing reform.

Some Final Thoughts

My friends and family have been asking me if I'm glad "it's" nearly over. I suspect they mean my dissertation adventure, the results of which you are now holding,

and quite frankly, I am glad. Who wouldn't be? But I began this study with more than a dissertation in mind, and I would like to return to those original thoughts now.

I was a new teacher at a large campus that seemed strange and uninviting. People passed me in the quad as if they had places to go; students and instructors seemed to know each other, but I didn't know any of them. I couldn't remember the names of all my colleagues, never mind the names of my students. I was overwhelmed and ready to leave. The words I wrote in my journal during those anxious and frustrating days centered around my students, and my perceptions of basic writers (although these perceptions at the time seemed normal enough to me) continually put my students at a disadvantage in my classroom.

I didn't realize that many of my basic writing students were having the same experience. My discovery of service-learning brought to me much more than a means to finish my doctoral work. I found that the pedagogy gave me what it gave my students: a challenging look at my own perceptions, and the chance to revise those perceptions. I haven't taken the challenge lightly. As I now read over the service-learning student reflections, I find that my students also accepted the challenge—even if they originally did not want to. I am humbled by this fact, and amazed. The resulting experiences and knowledge have been the real adventure of this study, and in that adventure, I am just beginning.

APPENDIX A

English A Students' Questionnaire

Please help us in our efforts to increase the effectiveness of this class! These questions are designed to help us determine what factors influence your success in English A. The questionnaire is anonymous. Any answers you give will be used without personal identifying information. The questionnaire is in two parts: The first part is background information, and the second part is about your experience as an English A student. You may skip any questions that make you feel uncomfortable.

I. Some Information About You...

1. Age: _____

2. Gender: Female _____ Male _____

- **Ethnicity/Heritage:**

_____

4. Is English your first language? Yes _____ No _____

5. Have you graduated from high school, or have you earned a GED? Yes _____ No _____

6. What is the highest known level of education completed by your mother?

Elementary (to 8th grade)	_____
Junior High (8th-10th grade)	_____
High School	_____
Community college or 2-year vocational program	_____
Four-year college or university	_____
Graduate school	_____

7. What is the highest known level of education completed by your father?

Elementary (to 8th grade)	_____
Junior High (8th-10th grade)	_____
High School	_____
Community college or 2-year vocational program	_____
Four-year college or university	_____
Graduate school	_____

8. If you were not raised by one or more of your parents, who was your primary caregiver?

Grandparent	_____
Aunt/Uncle	_____
Sister/Brother	_____
Other family member	_____
Friend or neighbor	_____
Foster care/home placement	_____
Other governmental agency	_____

9. How would you describe your household's economic level?

Low income	_____
Middle to low income	_____
Middle income	_____
Middle to high income	_____
High income	_____

10. What expectations did your primary caregiver express to you about your future education?

You have to complete college and get a degree.	_____
You have to go to college, but not necessarily get a degree.	_____
You should go to college if you want to.	_____
You should go to college if you can pay your own way.	_____
You should go to a community or vocational college.	_____
You should go to college only if it will help you get a good job.	_____
You should get a job.	_____
You should get married.	_____
Other _____	_____

- **What transportation do you use to get to City Community College?**

Drive myself	_____
Someone drives me/carpool	_____
Bus	_____
Walk	_____
Bike	_____
Other _____	

12. What life obligations do you currently have, outside of college? (Please check all that apply.)

Raising my child/children _____
Part-time job (up to 30 hours per week) _____
Full-time job (30-40+ hours per week) _____
Marriage _____
Live on my own or with a roommate _____
Live with my parents or with family members _____

13. How many units are you taking this semester? _____

- **About Your Experience As An English A Student...**

14. Have you ever enrolled in English A before this semester?
Yes _____ No _____

If yes, why are you taking the course again?
_____

15. Why are you enrolled in English A? (Pick the sentence that most describes you.)

I was placed in English A by the placement test. _____
My counselor told me to take this class. _____
I want to practice my reading/writing. _____
I need this class to continue in an CCC program or major. _____
I had extra time and wanted to take a class. _____
I need units to receive financial aid, and this class was available. _____
Other _____ _____

16. How accurate was the English placement test in assessing your ability as a writer? (Circle one.)

Very accurate Somewhat accurate A little inaccurate Not accurate

17. What's the main emotion you feel when you are in your English A class? (Choose one.)

Relaxed _____
Happy _____
Fearful _____
Anxious _____
Bored _____
Other _____ _____

18. How much time during a seven-day week do you currently spend on English A outside of class?

One hour or less per week _____
One to two hours _____
Two to three hours _____
Three to four hours _____
Over four hours _____

19. How do you prefer to learn reading/writing? Rank the following choices (1 = most preferred; 5 = least preferred)

I prefer to...

listen to an instructor lecture. _____
work in class small groups with other students. _____
work one-on-one with a tutor to guide me. _____
practice on my own outside of class. _____
practice in real-life situations instead of in a classroom. _____

20. How old were you when you learned to read in English? _____

21. How difficult did you find learning to read in English? (Circle one.)

It was easy. It was somewhat easy. It was a little difficult. It was very difficult.

22. How many novel-length books have you read in English in your lifetime?

0 _____
1 _____
2-4 _____
5-10 _____
Over 10 _____

23. When you think of school writing classes, what is the first memory that comes to your mind? Describe the memory.

24. Have you ever participated in any community service? (Community service is any help you've provided to others free of charge. For instance, tutoring to children; distributing food to homeless people; or cleaning beaches on Earth Day.)

Yes _____ No _____

If you marked "Yes," what community service have you performed in the past?

25. How could English A be helpful to you in your daily activities?

Thank you for your help!

APPENDIX B FIRST INTERVIEW PROTOCOL

Interview Protocol: First Interviews

These questions are merely guidelines. Explore each of the three topics; the questions underneath are simply prompts to draw out the student. If the student is answering in an interesting or complex way to any question, let her continue.

1. HOW STUDENT FEELS ABOUT WRITING/PAST WRITING EXPERIENCES

When you think about writing classes, what memories come to mind?
→Are these positive or negative memories?
→How old were you?
→What grade?
→Where was this at?

How do you think your past writing/reading experiences influence your writing today?

→Do you use any information you've learned in the past?
→Do your past writing experiences bring up any emotion that affects you?

How do you wish your past writing/reading experiences influenced you?
→If you could go back and change anything about learning to read or write, what would you change?

What is your biggest strength in reading/writing?
→What do you like to read?
→What do you like to write? ie, songs, poems, letters, journal

Have you ever tutored someone else, or helped an instructor in a previous writing or reading class?

→What did you do?
→Did you learn anything? What did you learn?
→How did you feel about helping someone else?

2. STUDENT'S EXPERIENCES IN PRESENT ENGLISH A CLASS

What would you like to learn this semester in your English A class?
→Any grammar, syntax issues?
→General college skills—time management, organization?
→Make campus connections/friends?

→Why would you like to learn these things?

What do you expect to learn?
→Are these the same things you've learned in other writing classes?
→Why do you expect to learn these things?

Do you know any other students in the class?

→Do you talk to other students inside the classroom? Before, after or during class?
→Do you talk to other students when you meet them around campus?
→How important is talking with your fellow students?

How do you think you learn best?

→Instructor lecture?
→class small groups?
→One-on-one work with a tutor?
→Working on your own?
→Real-life situations?
→Why do you think you learn best in this way?
→How can an instructor help you learn best?

Usually when I get up in the morning I'm either excited about the day ahead, or I'd really dread it, or sometimes I don't feel anything at all. How do you feel on the days when you get up and go to your writing class?

→Are you surprised you feel this way?
→If you are surprised or are not surprised, why?

How important do you think the subject matter is in your English A class?

→How do you feel about the readings?
→Are the readings important for students in a writing class? Why or why not?

3. STUDENT'S EXPERIENCES WITH LITERACY

How important do you think literacy is?

→Where do you see literacy being important?
→Do you know anyone who can't read or write in English? How does this affect them?
→Why do you think literacy is such a big concern in society?

When did you learn to read?

→How old were you?
→Did you enjoy it?
→Did someone read to you?
→Do you have a favorite book?

APPENDIX C SECOND INTERVIEW PROTOCOL

Interview Protocol: Second Interviews

These questions are merely guidelines. Explore each of the two topics; the questions underneath are simply prompts to draw out the student. If the student is answering in an interesting or complex way to any question, let her continue.

1. STUDENT'S EXPERIENCES IN PRESENT ENGLISH A CLASS

When you think about writing classes, what memories come to mind?
→Are these positive or negative memories?

What did you want to learn this semester in your English A class?
→Any grammar, syntax issues?
→General college skills—time management, organization?
→Make campus connections/friends?

What do you <u>expect</u> to learn?
→Are these the same things you've learned in other writing classes?
→Why did you expect to learn these things?

What did you actually learn this semester in your English A class?
→Any grammar, syntax issues?
→General college skills—time management, organization?
→Make campus connections/friends?

How do you think your English A writing/reading experiences have influenced your writing today?

→Do you use any information you've learned this semester?
→ How do you

How do you <u>wish</u> your writing/reading experience this semester had influenced you?
→If you could go back and change anything about this semester, what would you change?

Did you meet any other students in the class?

→Do you talk to other students inside the classroom? Before, after or during class?
→Do you talk to other students when you meet them around campus?
→How important is talking with your fellow students?

Usually when I get up in the morning I'm either excited about the day ahead, or I'd really dread it, or sometimes I don't feel anything at all. How do you feel on the days when you get up and go to your writing class?

→Are you surprised you feel this way?
→If you are surprised or are not surprised, why?

How important do you think the subject matter is in your English A class?

→How did you feel about the readings?
→Are the readings important for students in a writing class? Why or why not?

2. STUDENT'S EXPERIENCES WITH LITERACY and SERVICE-LEARNING

How important do you think literacy is?

→Where do you see literacy being important?
→Do you know anyone who can't read or write in English? How does this affect them?
→Why do you think literacy is such a big concern in society?

Do you think your service-learning experience had any impact on how you feel about literacy?

→If so, why?
→If not, why not?

Do you think your service-learning experience had any impact on how you feel about writing or reading?

→How did the experience impact your writing or reading?

Who did you tutor?

→What was their native language?
→What difficulty did they have with the novel?
→How did you help them with that difficulty?

Do you feel you were an effective tutor?

→If so, why?
→If not, why not?

What was the toughest moment during your tutoring sessions?

→What happened?
→What did you do?

Did you find yourself having to develop new strategies in order to help your tutee(s)?

→How did you develop new strategies?
→Did these new strategies work?
→How did they work?

What was the most interesting moment during your tutoring sessions?

→What happened?
→What did you do?

How would you describe the relationship that developed between you and your tutee(s)?

→If your relationship were a painting, what would it look like?
→When do you feel this relationship began to develop?

What would you do differently, if you get the chance to tutor again?

APPENDIX D STUDENT MANUAL

How to Be a Reading Tutor:

Advice and Experience from Students Who Tutor

This manual was written collaboratively by English students in a community college basic writing class at City Community College in Southern California. The manual reflects their experiences tutoring reading to English as a Second Language students during the Fall, 2000 semester. We hope this manual helps you as you prepare for your own tutoring experience. Enjoy, and good luck!

Contents

Chapter 1

Getting to Know Your Tutee

When first meeting your tutee, we all agreed the best way of getting to know him or her is to be friendly. Bringing any bad feelings about the literature or the tutoring session in general is a bad idea. Breaking the ice by asking plenty of questions (not too personal) is a good idea. This will make the session seem more like talking to a friend than a stranger. Ask the tutee what their experience with reading has been like in the past. Do they like the material they are reading? Making the tutee feel more comfortable with you will bond your relationship. It will also reveal any problems the tutee is having with the material.

Each tutee has their own way of learning they are comfortable with. Some tutees are shy and quiet, others are loud and out spoken. You have to get to know the tutee the best way you can, in order to figure out their way of learning. When you and the tutee have a one on one relationship, they don't feel embarrassed about asking questions about words they cannot pronounce or sentences they don't understand. I would ask my tutee what problem they were having with the book at the beginning of each session. In the beginning they were shy and did not want to tell me what problems they were having. By telling them that I too was trying to learn a different language (Spanish) and had difficulties understanding the different ways of pronouncing words they opened up to me little by little. By the end of our session I knew the tutees like friends.

When starting the tutoring sessions one must know his or her tutee on a good basis. In trying to get through in helping a tutee one must find out his or her background to see how their style and ways of learning are conducted in their own culture. In all my weeks of the tutoring sessions I have learned some wrong and right ways of helping a tutee out. I have had to tutor three different students, and with one of them I just sat right down and started the session without wanting to know anything about the person. By doing so I made no progress in helping her, but I blame myself for that because I made no attempt to know a single fact about her. The sad part about her was I did not even know her name.

With my other two tutees I had multiple sessions and had a much better understanding of what needed to be done. I made the effort to get to know them right off the bat so we could get right to it. In getting to know about your tutee it makes the race to learning a lot smoother and efficient. In making the stretch to help both Anna and Carlos I started out by taking a few minutes from each session to get to know as much as I could about them, but also in the process let them ask me anything they wanted. In doing so it put smiles on both faces and the tutor sessions went real good.

The time of the tutoring sessions was limited to only about ten weeks, and the basis of the tutees' learning about the English language was a novel. We read the novel Harry Potter and the Sorcerer's Stone by J. K. Rowling. After several weeks of tutoring sessions I soon learned that enjoying the material helps feed the mind better than if the tutees do not like it. By disliking the material it gives me as a tutor and the tutee less effort in achieving the goal because he or she has no passion to learn.

I learned this so well because with my two major tutees Anna and Carlos, Anna seemed to enjoy the book while on the other hand Carlos seemed to dislike it very much. On the road to learning to read well I noticed that Anna made more progress than Carlos because Anna wanted to read, asked questions, and loved it when it was time to read the novel. Carlos, on the other hand, was much more difficult to help because he never wanted to read the novel, had very few questions, and showed no interest in learning anything new about Harry Potter. This has shown me that if the tutees like the material progress will be made, but if not then the road becomes very long and tough.

The first day in your tutoring session you must do all that is possible to make your tutee feel comfortable with you. Come in with an upbeat mood. Being shy and quiet does not help either one of you. It just makes matters worse and very hard between both of you. Break the ice by being the first to start the conversation. Start by asking questions, how was their day, how was their weekend. Then begin with the book, were there any troubles with the reading? Any questions about the chapter. Just let them feel as comfortable as they can with you, and they can then open up with you about anything.

The first day of tutoring, I introduced myself, stayed calm and upbeat, then we began talking about the book and we both agreed that we did not like it. Having something in common ensures a great relationship with both of you. My tutee knew by this time that she had no problem telling me the truth about what she felt towards the book. Every meeting I began by asking her if there was any problem she had with the reading, and she then skimmed through the book and let me know what was troubling her, what she just could not understand. Then she began to read a new chapter and stopped when there was a word or a paragraph that she did not understand. I would help

explain to her in any way she could best understand. Let your tutee know that you are there to answer any question that needs to be answered. That will help boost your relationship.

A relationship is a very important thing for you and your tutee. Building up a relationship will help both of you relax during your tutoring session. Sticking with the rules, like being in an upbeat mood, trying to find something in common, starting the conversation, and asking questions will all help you break the ice with your tutee and be able to have a good tutoring session.

Chapter 2

Use a tutoring method and change it if it's not working

You may be a professional teacher, an expert in a given field, a student, or a homemaker. Who is to say who will be able to gain the confidence of a person who wants to learn to read and write in English and finally provide that spark, that hope, that knowledge that will allow a student to learn to read. Whatever your previous training or technical skills, the important aspect of tutoring is based on personal qualities such as commitment, patience, and enthusiasm. However, there are three practical methods called the 3p's that can help you to succeed when tutoring an ESL student: Pause, Prompt, and Praise.

When using pause... I pause when my tutees pronounce a word incorrectly. I suggest to them to pronounce the word a second time. I also pause when I know that they will have difficulty understanding a particular passage of the story. I explain in easy words so they could understand clearly. ESL students may stumble on sophisticated English. Tutors can use a "useful" experience to help in interpretation on complex sentences and words, and of course, the ever-handy dictionary. Repeating pronunciation and definitions aids the memory process and maintains activity between the tutor and tutee. The creative detail in Harry Potter and the Sorcerer's Stone, for example, with many wizardry definitions, can put a foreign student in total confusion. Using pause on paragraph meaning and word definitions, with the help of the dictionary and "relative" experience, leads to healthy discussion and clarity.

When using prompt.... instead of correcting your tutee's error, prompt your tutee in the advisable direction, and then suggest to your tutee to correct the error. To help you do this, the tutor can ask the tutee questions. Every tutee can show their individual level of understanding. I had an experience of one tutee summarizing the entire page they were reading for me. This worked out so well, we continued to summarize after each paragraph to confirm understanding to the story. As the tutees increase their progress, the tutor can engage in increasing the difficulty of questions, in a "guarded" level of difficulty. I always reaffirm to my tutees that at any time they can receive help from me on understanding a word, story part, or pronunciation. The tutor can use the dictionary as an immediate tool effectively in these cases. It must be pointed out to the tutee that having a dictionary on hand is an extreme advantage and inspiring. As my tutees and I read through Harry Potter and the Sorcerer's Stone we often slow down to examine the interesting twists and turns of story. Harry's fellow character "Hermione" is an over achieving person who surprises him by coming to his rescued defense in the story. In this section my tutees and I discussed Hermione's change of heart and why; and also related the story motives to everyday personal life experiences. This developed the experience of "relative" communication through reading and to stay inspired to read on and on.

When using praise... The tutee will need help from the tutor to get undefined words right. Praise such as, "You said that very well and defined this word better than I could," could increase confidence and sustain excitement in the reading. The expressive energy and enthusiasm of the tutor reflects to the tutee and sets an example of determination to want to read with real interest. Praise is delivered verbally as well as the paradigm just mentioned. Verbal and facial expression of a "job well done," is a

"moment never forgotten," to a tutee that needs to learn English. Praising often on correct pronunciation and definition motivates the tutee to implement rhythm in vowel pronunciation and comprehension. As a tutor, I am very concerned in how the words are being converted in their head to English! The praise I issue to them on each success helps them to see they understand correctly and holds us together as an enjoyable working group.

SENSITIVITY

A tutor offers clues to the tutee so that success is possible. Hearing "no" too often is so discouraging, as is being interrupted too often. Be sensitive to your tutee's behavior at all times. People are infinitely different. Some have phenomenal memories. Some have keen intuition. Some have a knack of learning through observation, and some are plodders who will learn in time, in this case, with your patience and time.

BIAS

As my first tutor experience draws to an end, I have learned how important bringing other world cultures into an educating unit can be. It is an effective way to build communication and harmony, and soul-filling in building integrated communication. Creative reading in the tutor-tutee experience has developed my character and humility, and extended my belief in sharing knowledge.

SENSE OF HUMOR

A tough task is often made easier by including some light moments. Laughter often reduces tension and a joke read or shared is a way to build a relationship. Beware of sarcasm. This kind of humor is always destructive. Remain positive for your tutees

while they strive to reach their goal, and at the same time, have a good laugh when your long eeeeeee becomes a long iiiiiiiii—watch out!

Using Pause, Prompt, and Praise is a very simple and organized method that proved successful for me. But of course it wouldn't work without the help of your tutee's interest. In this method, I found the more I shared and smiled, the more my tutees liked it. It takes dedication from the tutee and the tutor. This is always fun when you know a given method succeeds. You don't need to be a "Super Teacher" to help someone to learn to read in English. A positive quality to share with your tutee is the only requirement. The fact that you have chosen to try to help someone shows that you have the motivation to train and share.

Chapter 3

Discover How your Tutee Learns, and What S/he Needs to Know

When trying to become a successful reading tutor, there are so many things that the tutor needs to know before they start. It is important for the tutor to discover how their tutee learns and what he or she needs to know. One major factor that determines how you will be tutoring someone is the language they speak. If English is not the tutee's first language, this could be a very difficult process for them. Also, how much vocabulary your tutee knows in the text you are reading. If your tutee does not know how to pronounce a word or does not know what it means, they may have a difficult time understanding the story. When this and many other factors are perfected you will become a successful reading tutor.

Believe it or not, but language is a very important part in tutoring. It helps the tutor understand his or her tutee. It also makes it easier for the tutor to help them pronounce and spell the words. Also it helps the tutor understand how the tutee's mind works; it lets them know how the tutee sees and interprets the word.

Language also makes it hard for the tutor to understand what the tutee is trying to say. If the tutor makes a mistake, this boosts up the tutee's confidence because then the tutee will not feel embarrassed about making mistakes. The tutor has to know how to go about making them feel good about speaking and reading. The tutee has to feel good because the language can be a huge wall that they are afraid to climb. And you as a tutor have to help them climb that hill and be able to strengthen that skill.

Vocabulary is very helpful, and useful when it comes to reading. Vocabulary is the most important part of our human language. There are so many words in our

language that having a good vocabulary is a hard thing to do. When coming to a new country, and learning to read a new language, things can become very difficult. Hopefully tutors can help those who have problems, learn new words and their meanings. The easiest way to help a tutee with their vocabulary is to have them read aloud so that you, the tutor, can hear how they are pronouncing the words. If they pronounce the word wrong, have them try again; this way, they will remember it better for next time.

Many times your tutee will be able to pronounce a word correctly but they do not know the meaning. Encourage them to ask you whenever they have a question about a word, and make a list of the words they do not know. This way at the end of each session you can quiz them, and their vocabulary will improve. There are many words in the English dictionary so you might not know the definition to a word either. In this case it is a good idea for you or your tutee to a keep a dictionary.

Besides knowing the definition of a word, it is very important to know how to spell and pronounce a word. Looks can be deceiving. Many words in the English language don't look the way they sound, and this is what we need to teach our tutees so that their vocabulary can improve and their reading can get better. Knowing how to read is one thing, but if you don't know what you are reading, then it's pointless.

Reading with your tutee is definitely a hard part in the tutoring process. Tutees usually need a lot of help pronouncing words and beginning and ending sentences. Patience is very important. Help them understand that reading is a joy, not a chore. They have to want to read. You do not want them to dread it. Encourage them that what they're doing is good and that mistakes are okay. After all, many tutees will get discouraged when they cannot pronounce or say certain words. You have to tell them it

is okay. Everyone makes mistakes. Sometimes you'll have to tell them to slow down because when they read too fast they will not get a chance to consume what they have read. Moving too fast when reading is not good.

You should also ask them questions about what they have read so you know that they are consuming the information. Don't give up on their technique. It just takes time and effort. If you try and give it all you've got, you'll come out on top. Progress is the best part of the effort. Reading is like a gift. It should be cherished. You can't go wrong with that. Just try to read slow calm and collectively and everything will be okay.

There are many things that will aid in the tutoring process. Although along the way each tutor will find the best way for them, these hints may help.

Chapter 4

Build a Good Relationship with Your Tutee

To be a successful reading tutor, you need to build a good relationship with your tutee. To obtain a good relationship, you need to be optimistic and have a positive outlook; you need to be patient and understanding; not quick to judge and condescending. Know the material before each session; be inquisitive from time to time; and be friendly. The following are a few scenarios on how to build a good relationship with your tutee.

Being on time is important. A tutor must be ready to receive the tutee when they arrive and greet the tutee with a smile. A smile is the first thing your tutee should see before the tutoring session begins. A smile is an expression that you approve or applaud the efforts that your tutee is making. Some days tutees arrive late and it can become frustrating because you are uncertain if they are going to show or if they have become unhappy with the tutoring experience and decided to quit. If the situation were on the other hand, the tutee would probably feel the same.

Tutoring can be a very enjoyable and rewarding experience for both. Knowing that you have helped the progress of someone who has come to you for help to develop his or her knowledge in understanding what is being taught is rewarding. You develop closeness with your tutee, and it is imperative that you help this person who desperately wants to be successful, and with your help, will be someday.

Next, begin asking the tutee how he or she is doing. How is the process coming along away from school? Allow the tutee to have the opportunity to tell you how they are

progressing. Never allow yourself this time to discuss your personal problems. Remember why you are a tutor and your reason for being here. Often the tutor should ask the tutees to continue reading away from school. Tutees can often read to each other. Try to encourage both tutees to continue with their progress.

In building a relationship with the tutee tell them something about yourself that you think will be helpful. Ask them simple questions that will make them feel at ease. Also, try to ask what their objective is for being in the session. Allow your tutee to express what they plan to accomplish from this experience. Don't forget to open with a smile. This is one of the positive things that you can do. Having a positive outlook can encourage your tutee to feel that everything is going to be okay. If it's possible, don't project any negative signs or vibes. Don't sigh, or pretend to be listening, or even show them in any way that you want to get over this as soon as possible. If you ever do this in front of them, he or she will feel discouraged because they might think that there's no hope for them to become a success in reading.

If the session has already started and they have begun reading, show them that they are doing a wonderful job. If they stammer or pronounced a word wrong and say "I'm sorry," let them know that no apology is necessary. When they catch their mistakes, allow them to correct the mistakes. Have patience when they make any mistakes. It's only a process that they must go through. You need to allow them to do the work, and your duty is to guide them to the correct answer. If they did it right, tell them that they have done a wonderful job. Show them that there's nothing to be afraid of, and that they can do it. If they made a mistake, and have a hard time correcting it, don't get frustrated, mad, or even angry. Remember that you need to have patience if you want them to learn.

Also, remember that you are not here to judge the tutee or make them feel foolish. This is very important because not making them feel worthless will make them eager to continue with the whole experience.

To build a good relationship with your tutee, you should know the text well enough to ask and answer questions. This is very crucial because the tutor won't be successful at helping the tutee without any knowledge of the text. It's much easier for a tutee when you as a tutor know the material and can ask questions relating to the book.

Being curious is also very important. This lets you as a tutor know how well your tutee comprehends the material. The only way to find out is by asking questions. Asking specific questions helps. Such questions give you as a tutor an idea how he or she is progressing. If the tutee can't answer a question, it's the tutor's responsibility not to give them the answers but work with them to find the correct answer. Suggest to the tutee to go back and re-read the paragraph. If the tutee still can't understand, then the tutor should re-read the paragraph out loud and ask the tutee about the main idea and the major supporting details, and what it is that the writer wants the reader to absorb. This will help the tutee and it will be much clearer to them. If you think that they understand it, ask a couple more questions. And when you are 100% sure, then move on to another topic. Don't hesitate to interrupt your tutee when they are reading. The main idea might come and you don't want your tutee to miss it. But at the same time, allow them to fully comprehend the material on their own.

To establish a good relationship with your tutee, you need to be friendly. You don't want your tutee to be afraid of you. You want them to ask you as many questions as possible about their reading material. Have a positive attitude. If the tutor appears to

be unapproachable or unfriendly, the tutee will be apprehensive about seeking your help. In return, your tutee will hesitate to ask any questions at all. The tutee can tell if their tutor is amiable or adverse. Be courteous. If you do this, then you will be very successful. Don't treat your tutee as being incompetent or berate the tutee for not understanding the reading materials. Be very supportive. If the tutee doesn't comprehend any of the chapters, suggest that they re-read the chapter twice. Allow the tutee to write a two or three sentence summary as they finish reading a chapter.

Suggesting ideas with a positive attitude will be better than ordering them to do something. You don't want your tutee to feel that they are in this alone, so you need to guide them in the right direction. Don't ever tell them it's easy and they are dumb for not understanding the material. This will hurt their feelings and they will feel bad, and might just totally give up. You don't want this to happen because you want your tutee to gain more self-confidence and knowledge when they spend time with you. And assure them that it's not a waste of your time to help them because the reason why you're doing this is to help them be a success in reading and comprehending the text better.

Being a successful tutor doesn't come naturally. You have to work hard to improve your tutoring skills, as well as helping your tutee at the same time. All tutors can be successful only if they want to help their tutees. Having a positive attitude and being patient will have good results. You will also get a good feeling when you see that your tutee comprehends the materials better when they are reading with you. When a tutee tells you that you're a good tutor, you'll know that you have done a great job.

Tutoring someone is not an easy task, but if you find some way to make it less difficult, it will be a successful experience and can even be enjoyable. Embarking in this

new experience can be tough, especially if you don't have any knowledge on how to proceed or perceive it. It can be difficult at first, but after a few sessions, it gets easier.

Chapter 5

Some Personal Experiences

A Change of Attitude

To tell the truth tutoring in college was my first real tutoring experience. I've helped people read here and there but I've never tutored like this before, I've never been assigned to tutor someone. I didn't know that I was going to be tutoring people to read when I first took my English class. When I found out about it I was very disappointed because I was not at all interested in tutoring someone to read. It sounded boring and that I would get nothing out of it, but I had to do it anyway because it was mandatory.

During my first tutoring session I was very nervous because I had no prior experiences in being a reading tutor, so I didn't really have a plan on what I was going to do. When I first met the person who I was going to tutor I asked his name and a bunch of questions about himself just to break the ice between him and me just because I knew I would be tutoring him for several weeks. During that session I just let him read and corrected any words he mispronounced. That's all I did the first time because I didn't know any better.

My second tutoring session I had better understanding of what to expect from my tutee because I knew how he read and what to expect from him. As I was waiting for him to arrive I learned from my teacher that he would not be coming to any more tutoring sessions. So now I was stuck without someone to tutor. Since I had no one to tutor and there were a lot more tutees than tutors, I ended up almost tutoring new people every

week. I'm glad this happened because since it was a new person every week I didn't really have to "break the ice" with them. I just told them my name and asked if they had any questions about the book. This seemed to work really well because every time I tutored someone they would have a million questions to ask me and I would answer them to the best of my knowledge and it made 45 minutes of tutoring seem like five. After I was done my tutee was a lot happier because they understood the book a lot more, and it made me feel good as well because I was glad that I could help them. Before long the tutoring was over and I was done with it.

After all the tutoring I realized that I'm glad I did it. I walked into tutoring thinking that I was going to dislike it very much and that it would suck, but I walked out of it feeling pretty good about myself because I made a lot of people understand what they were reading.

Many Different Learning Experiences

Over the past two months I have had the chance to be a tutor to a girl who is in one of the ESL programs at City Community College. While being a tutor I have had many different learning experiences.

One of my experiences with my tutee has been an ongoing situation because of the fact that she is in the ESL program. This program is for students learning English as a second language. She doesn't know English very well so it was quit complicated and frustrating because we couldn't understand each other.

Because I was tutoring her in reading I would have her read aloud and then have her ask any questions about what she had just read. While she was reading when we first

started I could barely understand what it was that she was saying. It was so discouraging because I felt like I was supposed to be tutoring her and I couldn't even communicate with her.

While working with her on her pronunciation of words and vocabulary she began to pick up on words that she before could not have said. Now that our tutoring program is coming to an end it is such an awesome experience to sit and see an improvement in my tutee's vocabulary and how she speaks.

When I first started I didn't think I would be able to help anyone learn how to read. I'm glad I had the opportunity to help someone and to learn just as much as they did.

Finding A Way to Tutor

It was very interesting the first day of tutoring. The two people that I was tutoring did not seem to be very interested in learning to become a better reader. They did not want to open up and talk to me. I was trying to be as nice as possible. I don't know if they were shy or if they just did not care. I wanted them to feel comfortable so they would feel like they were able to ask me any questions. But it was not working. By the end of the first session I felt like I had made little progress. In fact by the end of the session one of them was asking me to read to them. I had to explain to them that we were here for them to learn, not me. So by the next meeting I had to think of a new approach. First I asked them a little about themselves. After that I told them about me. I asked if they were really enjoying the book. I found out that a lot of their problem with tutoring was the book. They felt that the book was too hard for them. They did not understand

the language of the book. I believe that an easier book should have been picked. They had a very hard time understanding. I had to help them understand. I let them know that I would answer any questions they had, and they could ask anything.

After we got to know each other they began to open up. They started to ask questions. I made sure that they understood each chapter. I made sure that they understood the vocabulary. I think that my extra effort made all the difference. I think they felt that I was really interested in helping them understand this book. There are no tutees that are alike. You have to adapt your tutoring style to each person to make sure the tutee gets the most out of the session.

Learning Through Experience

My personal experience with becoming a successful reading tutor has had an interesting outcome.

First, I noticed that the young lady that I had tutored was really eager to learn. She would have her questions ready soon as we would start our session. Because of her questions, I had to make sure that material was read and understood before we met. I remember one time when I had totally forgot to read the chapter and she asked me a question about what had happened to one of the characters in the chapter. I had to spend the next 15-20 minutes trying to read and find the answer to give her. I felt like I had really let her down because she was depending on me to know the answers to her questions right away. From that point on I made sure that I knew the chapters and was prepared.

She would also ask me questions about the words that she did not know or understand. I would have to explain to her to the best of my ability. Sometimes she would not understand my explanation, so I would have to use similar words to help her so that she would get what I was saying. A few times I had to ask the teacher or another person to help me explain. That for me was the hardest part.

Basically my experience with being a reading tutor was a good one. I learned a lot. There are a lot of don'ts that I have. This is an experience that I can carry with me for the rest of my life.

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