



Call for Papers

Service-learning in the Composition Classroom

Submissions are sought for a professional development book for both new and experienced composition teachers that will focus on the role of service-learning in the composition classroom. The book will be part of the Fountainhead Press X Series for Professional Development. Essays are sought that provide practical ideas for using service-learning pedagogy in the classroom; however, the practical application should build on a pedagogical discussion that frames the teaching/learning activities. In other words, do not only tell how, but also why.

The specific audience includes

- New teaching assistants, adjuncts and instructors teaching composition courses, including technical writing
- Service-learning/Community Literacy personnel
- Writing Program administrators interested in the creation of professional development courses or programs
- Writing Center personnel
- Writing Across the Curriculum personnel

Possible topics include

- Pedagogical pros and cons of using service-learning in the composition classroom
- Collaborative models for working with community partners
- Management of service-learning projects – planning documents, designating roles for community partners/teachers/students, designing legal documents to protect student interests and ownership/use of final products, forming/managing work teams, etc.
- Designing course schedules with flexibility, utilizing regular class meetings versus engagement time with community partners
- Models for working with profit/not-for-profit organizations
- Assessment models/assessment implications/role of community partners in assessment
- Strategies for gaining administrative/community support for projects
- Strategies for gearing service-learning approaches to programmatic needs
- Implications of service-learning related to community literacy
- The role of technology in service-learning and the learning opportunities presented
- Implications for the role of teacher in service-learning
- Strategies for dealing with ethical implications of service-learning engagement/products/expectations/responsibilities
- Discussions of end products developed through service-learning activities
- Discussions of student/teacher/programmatic/community partner attitudes about the reasons for service-learning activities

You are strongly encouraged to provide samples of

- Student writing
- End products
- Forms
- Syllabi
- Assignment descriptions

Submissions written collaboratively with students/administrators/community partners are especially encouraged. **Submissions should be around 5,000 words and should follow MLA style.** Please refer to <http://www.fountainheadpress.com/english/xseries.html> for series style guide. Submit essays in digital form (Word/rtf) by October 1, 2008 to susan.garza@tamucc.edu.