**Service** **Learning and the College Composition Classroom: An Annotated Bibliography**

This is a working (draft) title for Project #2

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**Service Learning and the College Composition Classroom: An Annotated Bibliography**

Cushman, E. (2002). Sustainable service learning programs. *College Composition and Communication, 54*(1), 40–65. doi:10.2307/1512101

**1st entry**

184 words. Notice that I use my own words to summarize the main points of the article.

**Summary**

The focus of this article is on service learning *researchers*—not just teachers. Cushman advocates for methodologically sound research opportunities for faculty and undergraduate composition students through deliberately crafted service learning opportunities. Service learning projects can demand a lot from professors, and one thing they will need to do is step out of their comfort zone by learning alongside students and build long-term relationships with the community in which they situate these projects. Cushman discourages scholars from developing courses wherein students “choose their own adventure” by selecting service learning opportunities that are coordinated through a campus community service office; in these instances, instructors are separating themselves from the students’ research and writing experiences. Additionally, this type of service learning model often takes place at the end of the semester almost as an afterthought. They lack clear research methodology and often stray from course learning outcomes as the disparate service learning opportunities selected by students don’t have clear connections to the course as a whole. For these reasons, Cushman encourages faculty to provide students with opportunities for learning along side them in cohesive, research-driven projects.

131 words. Notice that I touch on credibility and usefulness.

**Application**

This article does a nice job explaining the challenges of implementing service learning projects by highlighting the need for instructors to present and stay involved with their students in the field. One of the most useful points Cushman makes is that instructors are often most concerned with what students will get out of the experience rather than the community in which they (students) will be working. This article will help me support my argument that composition instructors should provide second-year students with the opportunity to conduct primary research. Additionally, it provided me with a good example of a project poorly integrated into the curriculum; in other words, it showed me how not to design service learning projects for composition courses. This will help me write the background section of my essay.

**2nd entry**

Creswell, J. W. & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

**YOUR NEXT SUMMARY AND APPLICATION WILL GO HERE. REPEAT FOR YOUR THIRD SOURCE.**