

## Highlights

?? FIPSE Faculty Seminars

?? Collaborative Training Session

?? Spotlight: Foreign Relations Association of N.O.

# The Inside Track

The Tulane Service  
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## Service Learning at Tulane University

*FIPSE-funded Faculty Seminars Begins; Collaborative Training Session Implemented*

### The TULANE SPIRIT!

It's been an exciting new year marked by incredible collaborations and new beginnings. Twenty-three courses are currently being offered with service components and over 380 students are involved in community activities. You will hear about some of these activities in the articles below.

The culmination of three months of planning by CACTUS students and members of the OSL staff, a new training session was offered to service learning and CACTUS students on February 3<sup>rd</sup>. This training session brought New Orleans community members to facilitate various small group sessions and panel discussion. Topics included Tulane in the community, race relations, techniques for instructing reading and math, rapport building, and professionalism in community settings. Response to the training was very positive and efforts are now underway to plan and improve the training for next Fall. I'd like to personally commend members of the OSL staff and CACTUS for coordinating this very successful effort!

This semester also saw the initiation of a FIPSE-funded faculty seminar series. The ten-week seminars are designed to provide faculty with

current theory and research findings on service learning, before the faculty member develops a new service learning course. Six faculty members are participating in this seminar: Gaurav Desai and Molly Travis from the English Department, David Jeffrey and Sara Singleton from Political Science, and Debra McGrady and Anne McCall from French. These faculty members receive a small stipend for participating and developing a service learning course to be offered the next academic year. More information regarding this faculty development program can be found inside this newsletter.

Finally, I'd like to encourage all of our service learning students to really make a difference – go beyond what is expected and learn from the community members who have graciously accepted you into their organizations!

~ Vincent Ilustre

### **Reminders for Students Currently Engaged in Service Learning:**

REFLECT on what you have learned from your service and how this can help you better understand the content of your course.

Be CONSCIOUS of the many time constraints that the Spring

semester presents. Plan ahead and make the most of your service experience.

Be PROACTIVE. The opportunities service learning provides you are great, but they lie dormant unless you apply yourself and act!

ASK for assistance. If you have any questions or problems, call your site monitor. We are here to help you!

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### Amanda's Space

The spring semester is always an exciting one for service learning participants in community settings. Students from *Professor Sara Singleton's Introduction to Politics* course are participating in service learning with the After-School Tutorial Program at the **C.J. Peete Community Center**, they offer tutorial assistance to New Orleans Public School students who live in and around the C.J. Peete housing development. Other students are placed at the **National Center for the Urban Community** (NCUC) under the guidance of *Anne Yeoman*, Deputy Director of the NCUC. There, students presenting information about taxes and banking to welfare-to-work participants and recruiting program participants by contributing to the promotion of welfare-to-work programs

Students from *Professor Maureen Shea's Testimonial Literature Spanish* course are placed at **Great Expectations** with *Sandra Gomez*, assisting with Spanish-English translation in medical appointments and helping to conduct prenatal classes at the agency. Other students serve at the **Hispanic Apostolate** where they are teaching GED classes in Spanish and English to immigrant adults from predominantly Spanish-speaking countries. Some students from Professor Shea's course work at **Catholic Charities** with *Elise Cerniglia*, a legally-blind attorney who represents immigrants. Students assist her by doing legal research, responding to correspondence from people seeking asylum, and interviewing detained Spanish speakers who are seeking asylum.

Students who are participating in service learning through *Professor Keally*

*McBride's Feminist Theories* course are helping women who are recovering from drug dependency to prepare for the GED, at **Grace House** with *Laura Zamjahn*. Students are also assisting *Susan Tucker* at the **Newcomb Center for Research on Women** by processing archival collections and helping with two exhibits to be included in a symposium about the history of the women's movement in Louisiana, scheduled to take place this month.

Finally, students from *Professor Joel Devine's Urban Organization* course are using hand-held PC's to collect data on land use in the city, and creating a training manual for the **N.O. Fire Department** with *Kathrine Cargo* at the **City Planning Commission**.

Service learners are oriented to their projects and as you can see, are working hard in agencies all over the city this semester! Thank you for your commitment to service learning and I look forward to working with each of you during the next few months.

~ Amanda Buberger  
Program Coordinator

### Greg's Corner

We are excited to have so many students working in a variety of educational sites all around the city. I wanted to take this opportunity to highlight a few of the educational programs with which service learning students are working.

Eight service learners enrolled in *Professor Mike Cunningham's Research Methods in Urban Communities* course are working at **Bishop Perry Middle School**. Bishop Perry is a Catholic school in the French Quarter for low-income African-American males. Most service learners work as tutors with students identified by *Dan Peabody* and Bishop Perry faculty in the afternoon during 'guided study time.' Two of the Tulane students assist with the Saturday tutorial program at Bishop Perry. The other three students in Professor Cunningham's class work

at **Hoffman Elementary School** with *Ms. Joseph's* 4<sup>th</sup> grade students.

Over 30 students from three different courses work with the **For The Children** program at **Lafayette Elementary School**. For The Children draws service learners from the following courses: *Professor Amy Koritz's Capstone Seminar: The Urban Experience*, *Professor Gail Swan's Psychology of Early Childhood*, and *Professor Laurie Olson's Child Psychology*. For The Children is a community outreach reading program directed by *Monica Ponoroff* and *Ann Trice*. Service learning students and volunteers work with elementary school students on remedial, on-level, and enrichment reading. Currently, all 1<sup>st</sup> - 4.5 grade students as well as many 5<sup>th</sup> and 6<sup>th</sup> graders at Lafayette work one-on-one with a service learning student or a For The Children volunteer.

Three other students in Professor Amy Koritz's class are placed with the **Students at the Center (SAC)** program at **McDonogh 35 High School**. Students work with two of *Katie Hunter's* classes on projects investigating heroes in local struggles for justice. Projects will take a variety of forms over the course of the semester: poems, video documentaries, essays, and the submissions of written work to the SAC website.



Once again, a large number of service learning students are working with **Tulane's Upward Bound Program**.

Upward Bound provides tutors, resources, and supplemental academic courses to public high school students who have made the commitment to work towards attending college. Service learners are paired with 10<sup>th</sup> grade Upward Bound students to work on ACT material, homework, and LEAP preparation. Students

work together Monday – Thursday from 4:00PM to 6:00PM.

Finally, service learners at **Hoffman Elementary School** work as one-on-one tutors with 1<sup>st</sup> through 4<sup>th</sup> grade students and in Special Education classrooms. This semester we have 14 service learners from four different courses: *Professor Mike Cunningham's Research Methods in Urban Communities*, *Professor Margaret Dempsey's Child and Adolescent Psychology*, *Professor Sara Singleton's Introduction to Politics*, and *Professor Gail Swan's Psychology of Early Childhood*. Students work individually with the same two to three students each week.

I would like to take this opportunity to thank the students, faculty, and community partners who have been working so hard this semester to make these programs work. If you have any additional input please contact our office anytime.

~ Greg Chapuis  
Program Coordinator

#### Ann's Nook

Students in *Professor Bennett's Biomedical Ethics* class have the opportunity to engage in service learning in the **HIV/AIDs Clinic**, **Continuing Care** and **Hospice Units** at **University Medical Center** and in the **Neonatal Intensive Care Unit** at **Children's Hospital**.

Students from *Professor Morse's Sociology of Law* class working at several sites around the city. Students at the **Fair Housing Action Center of New Orleans** will work on two projects related to housing discrimination issues in the city. Students will tutor clients at **Covenant House of New Orleans Curfew Enforcement Center** and at the **Juvenile Diversionary Program** at the Orleans Parish Prison. Three students will return to **Teen Court** this semester and serve as mentors for the teen juries during the Teen Court Sessions. One service learner works at **Pro Bono Project of New Orleans**,

where she will assist the staff attorney and law students at various Homeless Advocacy Clinics sponsored by the agency. Our partnership with **The International School of Louisiana** has continued this semester. Service Learners from *Professor Watt's French* class and *Professor Howard's Spanish* class are assisting kindergartners in the Prime Time after-school program at the French and Spanish immersion school.

The Undergraduate Internship Program will continue in the fall semester. If you are a Political Science, Psychology or Sociology major and interested in an internship experience for the fall, please give me a call at 862-3356 or email me at [awinche@tulane.edu](mailto:awinche@tulane.edu).

~ Ann Winchell  
Internship Coordinator

#### SPOTLIGHT: Foreign Relations Association of New Orleans

Two students from *Professor Brian Potter's International Political Economy* course and one student from his *International Relations* course are participating in service learning with the **Foreign Relations Association of New Orleans (FRA)**.



FRA's President, Dorothy Nelson, describes the Foreign Relations Association as "an underfunded organization whose mission is citizen education in the area of global affairs." It is Ms. Nelson's opinion that "it is the United States' responsibility as the most powerful democracy in the world to have informed voters." To that end, the FRA offers briefings, panel discussions, and presentations on

international events for members of the New Orleans community; a highly successful student exchange program with Argentina; the Great Decisions discussion program; and "Dining Internationally," a series of culinary adventures.

The FRA appreciates the assistance that service learners are rendering in several crucial areas. For example, one of the FRA's major goals has been to create a website. While many other members of the World Affairs Councils of America system have websites and the internet is considered the optimum path of information distribution, the FRA had not yet developed a webpage. As a Webmaster, student Travis King is bringing the FRA into the 21st century!

Student Nelle Sacknoff has enjoyed her interaction with the FRA's Argentine exchange students while giving them a tour of Tulane. Nelle is also working to put together a WorldQuest event, a highly successful fundraising event which tests participants' knowledge of world events and geography; thereby, acting as a catalyst for the acquisition of future knowledge.

Ms. Nelson thanks service learners for working with the Association and wants everyone to know that she is "appreciative of the time and enthusiasm that students are giving to the effort." The Office of Service Learning would like to thank the Foreign Relations Association for partnering with Tulane to better educate our citizens about world affairs.

#### Shots from Orientations



SL Student Benjamin Young-Anglim and Selva Reimann, Events Coordinator for the Mexican Cultural Center.



A group of Tulane students get a tour of Woodson Middle School from Principal McFarlin.

### From My View . . .

Students At the Center (SAC), an elective intensive-writing program directed by Jim Randels, helps New Orleans public school students improve their writing skills while they explore issues in their own communities. SAC participants employ various media of expression including poetry readings at Café Brazil and the production of their own student newspaper, *OUR VOICE*.

Along with my classmates, Brooke Woosley and Sadia Rahman, I work with two of Katie Hunter's SAC classes at McDonough 35 High School. Our focus this semester is a new project called "New Orleans Unmasked." For this project, Sadia, Brooke and I help the students research local heroes and local struggles for social justice. We

encourage them to write both biographical / historical essays and creative writing pieces on the basis of their research. Eventually, Ms. Hunter's students will showcase their writing on a website that SAC students are in the process of creating.

My participation in this service learning opportunity has not only enriched my learning experience at Tulane, it has also helped me to reflect on my own perceptions of the New Orleans community. Working with and getting to know this amazing group of students at McDonough 35 is an invaluable experience that I look forward to continuing.

*~Emily Chapuis is a service learning student at SAC / McDonough 35 High School for Professor Koritz's English Capstone seminar, The Urban Experience. You can reach Emily at [echapui@tulane.edu](mailto:echapui@tulane.edu)*

### From My View . . .

Before I began service learning, I didn't know what to expect. I had never participated in a credited learning component that hadn't been centered around the classroom. I wrote down everything that I was interested in on my application, hoping that the Service Learning Program would make the best choice for me. So when I was assigned to work on the Women's History Symposium, I was nervous, as I think any new student would be, but I was excited to be a part of the project, because as a member of the Intensive Newcomb program and a Women's Studies minor, I felt that this project would be an integral part of my hands-on learning experience at Tulane University and Newcomb College.

Archival processing was an intimidating experience at first. We were given very specific guidelines to follow pertaining to how certain

documents were to be preserved, how information was to be documented and catalogued and boxed away, and the procedures to follow when entering information into computers. With each new instruction, I grew more afraid that I was going to forget it and mess things up. Diving head-first into the project, I selected a grocery bag full of bound diaries, just waiting for someone to glean valuable information from them.

As I dug deeper into the collection that I'm working on, I've learned so much about the life of a woman who played a significant role in the lives of other people, and especially in the lives of other women. It's been an enriching experience to read first-hand accounts of the lives my predecessors lived, and why they fought for what they did, not just that they got things accomplished. It's inspiring to know that ordinary people can do extraordinary things.

*~Yvahn Martin is a service learning students at Newcomb Center for Research on Women for Professor McBride's Feminist Theories course. You can reach Yvahn at [yahncm@att.net](mailto:yahncm@att.net)*

### FIPSE FACULTY FELLOW PROGRAM

Tulane's Office of Service Learning(OSL) is offering course development grants to faculty members in the Liberal Arts and Sciences to develop new service learning courses. With support from the US Department of Education Fund for the Improvement of Post Secondary Education, we hope to strengthen our university/community partnership, and to actively engage the community and university faculty and students in addressing an issue of community importance. The FIPSE grant will support a total of six faculty members each semester from Spring 2001 through Spring 2003.

### **The Goals of the Program**

- ~ explore the theory and implementation of service learning
- ~ provide opportunities for collaborative community research and project development
- ~ increase university awareness of community strengths and needs
- ~ develop a service learning course that will actively engage students in the community
- ~ engage faculty in enhancing Tulane's Strategic Planning Objectives as it relates to community involvement

### **Grant Requirements**

The grant will support the development of a service learning course in any LAS department. As part of this grant, the faculty member will be expected to:

- attend a weekly one hour seminar for ten weeks
- identify appropriate community organizations/agencies that can support student service learning placements
- submit to the Curriculum Committee a newly developed service learning course
- disseminate information about service learning to members of LAS departments.
- teach the new service learning course in the academic year following seminar participation.

For more information regarding this program, please call Vincent Ilustre at X3358 or send e-mail to [vilustr@tulane.edu](mailto:vilustr@tulane.edu).

### **In the Next Issue . . .**

- ~ Listing of Possible Fall 2001 Courses
- ~ Internship Information
- ~ Enhancement Grant Recipients