

Highlights

- **Call for Interns**
- **Service Learning Courses for Fall 2002**
- **Service Learning Students' Viewpoints**

The Inside Track

*The Tulane Service
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Service Learning at Tulane University

Service Learning Courses for Fall 2002; Service Learning Students' Viewpoints

From the Director...

Spring semester 2002 has seen a good deal of research activity around the Office of Service Learning. Several projects that have been in the works for a while are nearing completion. Psychology graduate students **Devi Miron**, **Megan McFarland**, and **Sterett Mercer** worked with **Vincent Ilustre** and me to develop a questionnaire to measure college students' attitudes and self-assessments that might be affected by participation in service learning. We found that service learners held more informed attitudes about social issues, planned to be engaged in civic action in the future, and also, evaluated themselves more positively with regard to leadership, interpersonal relationships and problem-solving and political awareness than students not engaged in service learning. **Sarah Gallini**, followed up on this study for her Honors thesis this year. She asked Tulane students to tell about their views of their academic courses, and found that students doing service learning felt more engaged with their studies, with peers, and with the community, reported that they work harder in their service learning courses

than in others, and were more likely than other students to say that they expected to continue at Tulane until graduation. **Katherine Shepard** is completing an Honors thesis focusing on the way service learners are viewed by children at a city elementary school where the service learners have done tutoring or worked as in-class assistants. Although the children were for the most part positive about their experiences with the service learners, service learners experienced some difficulties in working at the school which may have minimized the effectiveness of the tutoring or assistance for the children. The information that Katie has obtained will help us improve school placements for service learning students in the future. **Devi Miron**, graduate student in School Psychology, is carrying out a Master's thesis in which she is looking at the community agencies working with the program. She is interested in the extent to which the community agency representatives feel that they have an active voice in the planning and implementation of the service learning program at their agency and how this is related to benefits to the agency and to the service learning students.

We appreciate the assistance of service learners and community representatives who have contributed to the research. Your efforts will make it possible for us to improve the program for the benefit of all participants.

~Barbara Moely, Director

Announcements

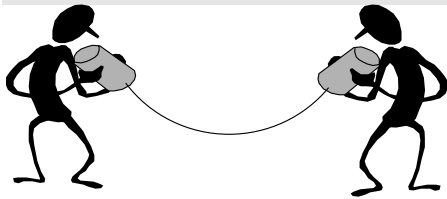
CONGRATULATIONS! Barbara Moely, Director of the Office of Service Learning and Psychology faculty member was named as one of ten finalists for this year's 2002 Thomas Ehrlich Faculty Award for Service Learning. The award is a nationally recognized competition recognizing excellence in service learning. In President Cowen's nomination letter, he cites Barbara as "dedicating herself to the institutionalization of service-learning on campus, centering her courses around service-learning concepts and practice, and engaging in innovative research on the impact of service-learning on various constituents involved in the program."

Goodbye. The Office of Service Learning would like to extend a farewell to Linda Calvert, former Director at the

Mayor's Office of Environmental Affairs. We enjoyed collaborating with Linda and thank her for working with Tulane students over the past three years. We wish Linda well in her new position in San Antonio, Texas.

We Will Miss You! Office of Service Learning Senior Program Coordinator, Anna Groppi, Newcomb '01, will be leaving her position in June. In her time with the OSL, Anna has contributed to the improvement of our education-based service learning programs. Her involvement with the OSL began when she was a student service learner, then as a member of the OSL Committee, then culminated in her full time work with the office this year. We will miss her smile and enthusiasm and wish her luck in pursuing her master's degree in education.

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Reminders for Service Learning Students

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 the Spring semester presents. Plan ahead and make the most of your service experience. The last day to complete service hours is Wednesday, April 24.

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!

Amanda's Space

This spring, Tulane students are working with a number of different agencies in New Orleans, ranging from the *International School* to the *Urban Conservancy*. Following are a few of the current Service Learning projects:

Students in Professor Hiron's Cultural Heritage of Latin America course work with Kindergarten and 1st grade Spanish-emergence students organizing lesson plans for arts and crafts activities and speaking with the children about art, movies and poetry.

Students in Professor Frickel's Environmental Sociology class are creating an Environmental Resource Directory for New Orleans and are working with a number of different environmental organizations. Students working at the **Mayor's Office of Environmental Affairs** are helping to revise the Recycle New Orleans Handbook, which contains information about area recycling resources. They are also assisting with this year's Earth Day Event, scheduled to take place on April 20th at Joe Brown Park in New Orleans East. One student is working with the **Sierra Club** to educate students about public transportation options in the city

and to establish a contract between RTA and local universities for bus passes. Students are also working with **Loyola's Center for Environmental Communication**, where they aid in the completion of phone surveys about the Louisiana Coastal Restoration Projects, and enter survey data into StatView, a statistics software package. Another group of students is working with the **Army Corps of Engineers** the Coast 2050 Project, which involves planning, design and construction of wetland projects and restoration projects. Students are helping to develop and distribute a Public Participation Guide for the Louisiana Coastal Area, and assisting with team building efforts for the interagency collocated team (which includes development of an interagency calendar, collocation guide, collocation directory, banners, photographs, slogan, badges).

Students in Professor Elliot's Wealth, Power and Inequality Sociology course are working with the **Urban Conservancy**. Students interview key players in area developments (Arabella Bus Barn, American Can Co. and the Corner of Carrollton and Canal St.) to gain an understanding of how each development was shaped by economic, political, and social forces. Students also work to create easily understandable and visually appealing presentations that will help to educate area citizens and future developers about "good" development strategies/designs that fit the New Orleans urban fabric. Students from this course are working together with students from Professor Travis' Persuasive Writing course to make sure the material is interesting and appropriate for a wide audience.

Between Mardi Gras and JazzFest, community-based service learners are having a good time getting a lot of things done in the community, with the help of our dedicated community partners. Faculty members have been engaged, as well, bringing classes to community sites and taking tours with students to learn about the neighborhoods in which they

are working. It has been a wonderful semester and we look forward to continuing our university-community partnerships in the Fall.

~ Amanda Buberger
Senior Program Coordinator

Anna's Area

Where has the time gone? We have already begun the second half of the semester and this half will be over before you know it. It has been a pleasure for me to watch as many of our service learning students have formed solid relationships with the students, teachers and staff at our education-based service learning sites.

As we enjoy the warming weather, we must all remember to plan positive ways of concluding our service learning activities. Now is the time for service learning students working at education sites to begin counting down the weeks with their students in order to prepare them for the end of the time together. A concluding celebration will help end the semester on a positive note and bring closure for everyone. Ideas include making cards with your student, writing letters, or spending the session discussing the semester and plans for the future.

With that in mind, let's take a look at some of the happenings at our school sites this semester:

Tutors from *Professor Barbara Moely's* Educational Psychology class are helping students in the **Positive Talk** program that operates after school at **Carter G. Woodson Learning Academy**. The tutors help the students with homework and preparing for the LEAP test as well as various enrichment activities. Service learning students are once again working with the **Tulane University Upward Bound** program. The students come from *Professor Moely's* Educational Psychology course and *Professor Mike Cunningham's* Adolescent Psychology course. They help ninth- and tenth-grade students who are new to the program adjust to the Tulane campus.

They also help with homework and planning for college. Several students assist in Saturday morning academic classes such as math, chemistry, English and history.

Service learning students also returned to **Bishop Perry Middle School** this semester. They are able to observe adolescent behaviors as they study Adolescent Psychology with *Professor Mike Cunningham*. These students help the school run its school-day tutorial program as well as its Saturday morning academic assistance time.

Students from *Professor Gail Swan's* Psychology of Early Childhood are working with first- and second-grade students at **Hoffman Elementary School** and **Lafayette Elementary School** as math and reading tutors. Students from this class also work at **El YoYo Headstart Center** as in-classroom assistants. Children range in age from six weeks to five years old. Service learners help teachers with small group activities such as arts and crafts.

I would like to end by thanking our community partners for welcoming us and allowing us to work with them this semester. We look forward to continuing these partnerships in the fall. Also, thank you to the service learning faculty members and students for all of their hard work and dedication this semester.

Enjoy the rest of your semester and have a wonderful summer break!

~ Anna Groppi
Senior Program Coordinator

Scott's Place

Service learning students have been placed in sites all over town for the spring 2002 semester and are doing wonderful and interesting work that brings their courses to life. This semester I am working with service learning courses in Women's Studies, English, Music, and Sociology.

Students in *Professor Reichard's* Feminist Theories had the option of gaining an extra credit by to doing service learning. Students who chose that option have

been placed in settings that allow them to work within agencies and organizations offering services to women, such as the **Great Expectations Family Foundation**, and **Crescent House**. **Great Expectations** offer a range of family services within the Central City neighborhood of New Orleans. Students at **Crescent House**, a shelter for battered women, work on the statewide crisis line, which serves as a resource center for women in an abusive relationship.

Professor Ed Morse offers service learning in his Sociology of Law course. Morse is a great believer in service learning and hopes to give his students a better understanding of how the law affects various groups of people. Students in the course are working at **Covenant House New Orleans**, **AIDS Law of Louisiana**, the **Fair Housing Action Center**, the **Pro Bono Project**, and **Teen Court**.

Through the service learning option attached to her African American Music course, *Professor Gayle Murchison* hopes that students will grow to understand how the placement sites work to strengthen the New Orleans music community. Students at **WVOZ-FM** have been fortunate enough to work directly in the broadcast studio with legendary blues host Barbara Hoover and also have worked as part of the spring pledge drive. **Offbeat Magazine** service learners are getting the opportunity to attend shows and write reviews as part of their placement. *Professor Murchison* requires her service learners to interview either a local musician or staff member at the placement site to get a better understanding of how the organization fits into the local community.

We are currently gearing up for the fall 2002 semester—working with faculty members to discern how they envision service learning fitting within their courses and finding appropriate sites and projects.

~ Scott McCraw

COMMUNITY SPOTLIGHT: UNITY for the Homeless

Students taking part in *Professor Koritz's* Capstone seminar, *The Urban Experience*, this semester are involved in a service learning project being created in conjunction with UNITY for the Homeless. UNITY acts as an umbrella for dozens of institutions in New Orleans such as the Ozanam Inn, Belle Reve, and Womanspace, that provide services to the homeless.

Professor Koritz worked with UNITY executive director, Peg Reese, to develop a project to humanize the men, women, and children served by the various organizations and give students the opportunity to get first-hand experience working with homeless individuals. Of the process, *Koritz* says "By starting from the needs of our community partner, UNITY for the Homeless, and building the course around the theme of what home means in an urban environment, we been able to integrate service learning with the academic content of the class very effectively."

Each student was assigned to an organization under the UNITY umbrella, based on individual interest. After spending time at the site and becoming comfortable, the students approach a client of the organization and eventually collect an oral history of the individual. The resulting narratives will be used in grant applications and UNITY publications, helping to bring additional resources to New Orleans homeless service agencies. Peg Reese, director of UNITY views the narratives as a way of humanizing the individuals previously seen merely as statistics.

In preparation for the project, the students attended a workshop on the collection of oral histories. There they were briefed on the ethics of working with interview subjects as well as the legal ramifications and issues of dealing with the recording equipment and tape

processing. Additionally, Koritz and her students attended training based on the work of the People's Institute, meant to prepare students for working in the community for perhaps the first time.

This project was developed for a classroom based on an actual community need. Also, it teaches the students new skills while reinforcing and illuminating the course content. According to Danielle Stevenson, a member of the class, "The service learning component of our seminar has made the class real. As I read about the homeless, I am able to directly apply that information to my personal experiences working with people of similar circumstances. I appreciate the opportunity and have already learned so much about not only the lives of others, but my own life as well."

CALL FOR INTERNS

To register for an Office of Service Learning internship, contact Scott McCraw, Internship Coordinator, at the Office of Service Learning at 862.3356 or by e-mail at smccraw@tulane.edu. Academic-credit bearing internships are available for the following departments: English, Political Science, Psychology and Sociology.

From My View...

I heard three different conversations during an elevator ride to the 8th floor. Most people just stare at the door in hopes of avoiding eye contact while on the elevator. The workers of City Hall, however, are more than willing to chat. True friendliness permeates City Hall, making up for the drab and quasi-institutional building.

I volunteer in the Mayor's Office of Environmental Affairs. They organize outreach activities, develop environmental policy, educate the community, and oversee some large projects. It's a great office that is positively effecting change in New Orleans. Their initiatives are based on responses to New Orleans' needs rather

than any political agenda. They assist concerned citizens on a wide range of issues and act as a liaison between the public and the sometimes confusing governmental bureaucracy.

In my service learning project for my Persuasive Writing course, two other students and I are compiling a persuasive informational document to present to the new Mayor. Separately, as an intern at the office, I am working on a very interesting water pollution problem in the Municipal Yacht Harbor. The problem surfaced from a loophole in city law— I am trying to fix that loophole.

The Office of Environmental Affairs is a wonderful place to volunteer for those who want to improve the social and ecological environment of New Orleans. ~Jordan Palmeri is a service learning student in Professor Molly Travis' Persuasive Writing class. You can reach Jordan at jpalmer@tulane.edu.

From My View...

As I walked into the school, a sudden wave of nervousness surrounded me. "I don't know how to teach kids anything," I thought. I couldn't remember what it was like when I was learning how to read. But it proved not to really matter. On my first day I met with three third graders, who were working on writing and math skills. I asked them to write their names on a sheet of paper. They had to include their age, how many members they have in their families, and their favorite candy. This way I could evaluate their writing skills and find out a little something about them. As I learned about the students, I realized that I am not here just to tutor, I am here just to be here, to be a loving and caring presence to the kids I meet.

Later that day I met with my dance class. I teach a hip-hop, jazzy dance class to 5 fifth grade girls, who make each week incredible for me. I look forward to seeing them every Wednesday. And like clockwork, every Wednesday proves to be more fun than the week before. I take some of them home after school because I am nervous about them

walking home. I have been in their neighborhoods and to most of their homes. They are the 5 most loving, selfless, and accepting children that I have ever met. They make me feel like I know what I am doing and that what I am doing is important to them. I have never missed a week and I never plan to.

Lastly I tutor a boy who is in the 4.5 class because he failed the LEAP test last year. The first day, he was really quiet and I didn't know how much longer I could carry on a conversation with myself. That session ended and when I came the next week to get him he looked excited and the kids in his class were begging their teacher to go to tutoring with me. It turns out that he thought that I was pretty cool and ever since then he and have been friends. I have also adopted three other kids from his class who were dying to come to tutoring. They took the LEAP test last week and I am nervous for each of them because I want them to pass, stop feeling like failures, and begin feeling like the amazing successes they each are.



Tutoring at Mc Nair has made my semester so fulfilling. I wish that each and every person could wake up knowing how truly blessed they are and how much they have to be thankful for. An hour with any loving child at McNair would truly put your life into perspective. I wish that you could see their faces as you walk up to them each week: excitement and maybe even some relief that you have not and will not cancel on them. They always give hugs and they are always smiling. I wish that I could tutor every single child there and I

wish that they knew how loved and appreciated they all are. Their presence in my life has been a source of peace and serenity when I feel like my own problems are too much to bear. They always know how to make you realize that we are all in this life together.

~ Michelle Joffe is a service learning student in Professor Olson's Child Psychology class. You can reach Michelle at mjoffe@tulane.edu.

From My View...

My service learning project is through Professor Travis's *Persuasive Writing* course. We are working with students from the Sociology's *Wealth, Power, and Inequality* course. The Urban Conservancy is a non-profit organization dedicated to research, education, and advocacy of wise stewardship in the New Orleans area. Their goal is to promote a sustainable local economy that supports New Orleans' unique cultural identity. We work specifically with urban renewal projects that are preserving the character of the city and can serve as a positive example for future developers.

We research information surrounding development projects with archives from Lexis Nexis and the *Times-Picayune*, along with interviews of people involved in the projects such as developers and neighborhood representatives. My group, which consists of three sociology students and myself, is studying the progress of the Arabella Bus Barn on Magazine Street. The Bus Barn is currently under construction to become a Whole Foods Market, but, as we are learning, the process of deciding the fate of the Bus Barn has been long and complex. We are studying the roles of conflicting parties in the final product of the development and how factors such as economics, class, and education played into the outcome. Our intent is to show in an interactive visual medium the work involved in an urban development project. The presentation will be accessible to people of many different backgrounds and interests so that it may be a beneficial example to

everyone involved in similar developments in the future.

My service learning experience has been very exciting thus far. I have had the opportunity to meet with powerful and concerned citizens of New Orleans who have invited us into their homes and gladly shared their experiences with us. As an English major, I had never had this type of hands-on learning or worked on an assignment with students from other departments. I am learning how to work with students with other interests and incorporate all of our skills into a unified project. In addition to my service learning class, I have taken on an internship with the Urban Conservancy doing grant research and writing, which is providing me with a wonderful chance to help out the organization and increase the scope of my writing experience. Service learning has provided a unique and invaluable opportunity for me to be able to have an impact on New Orleans communities while developing my academic interests.

~Emily Ketner is a service learning student in Professor Travis' *Persuasive Writing* class. You can reach Emily at eketner@tulane.edu.

Service Learning Courses: Fall 2002

Below is a partial listing of the courses for Fall 2002.

Service Learning with 4th Credit

Registration Required:

- | | |
|-----------------------------|---|
| PSYC 331-01 | Intro to African American Psychology
<i>Cunningham</i> |
| *Must register for PSYC 389 | |
| SOCI 601-01 | Sociology of Terrorism
<i>Morse</i> |
| *Must register for SOCI 389 | |
| THEA 691-01 | Philanthropy in the U.S.
<i>Harreld</i> |
| *Must register for THEA 389 | |

Service Learning Required (3 credit course):

- BMEN 403-01 Team Design Projects
Rice
- CELL 799-01 Research
Grisbaum
- EDUC 200-01 Intro to Education
Davis
- *Optional Registration for EDUC 389
- GMGT 414-01 Business Ethics
Edmundson
- LING 600-01 Brain and Language
Howard
- *Optional Registration for LING 389
- PSYC 661-01 Research Methods in
Urban Communities
Cunningham
- WMST 290-01 Intro to Women's
Studies
Richardson
- *Optional Registration for WMST 389

**Service Learning with 4th Credit
Registration Optional:**

- COMM 105-01 Intro to
Communications
Patton
- *Optional registration for COMM 389
- COMM 350-01 Rhetoric of Civil
Rights
Patton
- *Optional registration for COMM 389
- DANC 223-01 Intro to Dance – Jazz
Trask
- *Optional registration for DANC 389
- PSYC 334-01 Childhood Behavior
Disorders
Overstreet
- *Optional registration for PSYC 389
- SOCI 101 Intro to Sociology
Morse
- *Optional registration for SOCI 389

Office of Service Learning
Tulane University
1332 Audubon Street
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**Service Learning Option (3 credit
course):**

- CELL 413-01 Embryology
Muneoka
- PSYC 101H-01 Honors Seminar in
General Psychology
O'Neal
- SOCI 206-01 Urban Sociology
Gotham

**Special Projects in Service Learning
Option (3 credit course):**

- DANC 397-01 Professional Track
Project
Myers
- *SUMMER COURSE
- DANC 480-01 Advanced Modern
Dance
Myers
- *FALL COURSE
- HIST Cities and the
Urban Environment
Bloom

For more information regarding the
service learning courses listed above,
please contact the Office of Service
Learning.

CELEBRATION!

The Office of Service Learning is
holding a celebration for all its
community partners, faculty members,
and students on April 24th at 5:00PM.
The celebrations will be held at one of
our community partner sites,

Neighborhood Gallery (Albert Olson
Building), 1410 Oretha Castle Haley.
Associate Provost James MacLaren will
be our special guest for this event.



This event is open to all interested
faculty members and community
members. This will allow new faculty
members and community members to
get to know more about service learning
and the partnerships that are being
forged with the community.

For more information regarding the
celebration, please contact Yvette
Barnett at 862-8060. We request that
you give us a call if you are planning on
attending.



out our Website at: <http://www.tulane.edu/~ServLrng/main.htm>