

Service Learning in Disciplines

American Association for Higher Education (AAHE) Monograph Series

URL: <http://www.aahe.org/>

AAHE has undertaken publishing a 22 volume monograph series entitled AAHE's Series on Service-Learning in the Disciplines. As its title implies, the distinguishing characteristic of the Series is that the contributors to each volume are scholars writing for peers in their own discipline. This disciplinary context is critical to making service-learning work -- and to interesting faculty in trying the pedagogy. Across the volumes, theoretical essays illuminate issues of general importance to educators interested in a service-learning pedagogy; pedagogical essays discuss the design, implementation, and outcomes of specific service-learning programs. <http://www.aahe.org/service/series.htm>

Title: Applied Scholarship in the Community Service Link: From Classroom Texts to Classroom as Text.

Author: Fischer, Ruth Overman, Avail: ERIC No: ED410573

Abstract: Students entering the university have to create a space for themselves, not only in the writing classroom, but in their relationships with faculty, other students, and their evolving selves. A curricular support mechanism helps students enlarge their educational process. Such a support system, the Linked Courses Program, has been in operation at George Mason University since the fall of 1992. Designed primarily to provide comprehensive support for first-semester freshmen, the program links various introductory courses in disciplines such as sociology, psychology, anthropology, government, philosophy, communication, and biology with designated sections of first-year composition.

Title: Combining Service and Learning on Campus and in the Community.

Year: 1996, ERIC No: EJ524360

Author: Checkoway, Barry, Avail: Phi Delta Kappan; v77 n9 p.600, 602-06, May 1996.

Abstract: Student workshops can complement coursework in the academic disciplines and provide field training for public health, social work, urban planning, and other professions. This article describes three community-planning workshops for college students: a community planning workshop in rural east central Illinois, a neighborhood revitalization project in Chicago, and a University of Michigan-sponsored voter participation workshop.

Title: Curriculum Integration and the Disciplines of Knowledge

Author: James A. Beane, Avail: Phi Delta Kappan, v 76 n 8, p. 616-622, Apr 1995.

Abstract: Curriculum integration, in theory and practice, transcends subject-area and disciplinary identifications without abandoning them. The goal is integrative activities that use knowledge (to pursue new meanings) without regard for subject or discipline lines. As boundaries disappear, curriculum integration may engage knowledge not easily ascribed to particular disciplines.

Title: Snapshots of Service in the Disciplines

Author: Campus Compact, Year: 1996 Avail: Campus Compact, Box 1975, Brown University, Providence RI 02912-1975; Phone: 401-863-1119.

Abstract: This book highlights over 70 service learning projects from the 1994-95 Corporation for National Service (CNS) grants awarded to faculty by Campus Compact. Covers a wide range of disciplines, from accounting to urban studies.

Title: Disciplinary Pathways to Service-Learning.

Author: Droge, David, ERIC No: ED405047

URL: <http://www.mc.maricopa.edu/academic/compact/PubFrames.htm>

Abstract: The second in a series on service-learning in the community college, this monograph presents 14 essays by community college faculty, chronicling their experiences in developing service-learning activities.

**National Council of Teachers of English
Service-Learning in Composition**

URL: <http://www.ncte.org/service>

This site provides resources and information for teachers, researchers and community partners interested in connecting writing instruction to community action. The highlights of this site include program descriptions of service-learning writing initiatives; teaching resources including syllabi, assignments and advice; examples of student projects; bibliographies and research in progress. NCTE also hosts a listserv to encourage dialogue among service learning educators.