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PRODUCTIVE DISCOMFORT: A CASE STUDY OF SERVICE-LEARNING IN A FIRST-YEAR COMPOSITION COURSE

by

Heather Theresa Draxl

A thesis submitted in partial fulfillment
of the requirements for the Doctor of Philosophy
degree in Teaching and Learning (Language, Literacy, and Culture) in the
Graduate College of
The University of Iowa

May 2016

Thesis Supervisor: Professor Bonnie Sunstein

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Graduate College
The University of Iowa
Iowa City, Iowa

CERTIFICATE OF APPROVAL

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PH.D. THESIS

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This is to certify that the Ph.D. thesis of

Heather Theresa Draxl

has been approved by the Examining Committee for
the thesis requirement for the Doctor of Philosophy degree
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ACKNOWLEDGEMENTS

Thank You:

To Dr. Heilker, who had faith in me before I had faith in myself. To Dr. Colvin, Dr. Dolan, M. Knight, and Dr. Johnson, who supported me and cheered me on, even when I didn't deserve it. To Dr. Sunstein, who provided me with much needed guidance at Iowa and beyond. To my friends, who put up with my incessant rambling about school and teaching. To my family, who made this all possible and never doubted that I was capable of getting this far. To my husband, I can't imagine where I would be without you and I am glad I don't have to. To my students, you are the reason I fell in love with teaching and gave my life purpose. To everyone who has helped me through eight years' of graduate school, thank you all for making me better than I ever thought I could be. There are no words to describe how much I appreciate the collective time, effort, and patience you've given me without hesitation.

ABSTRACT

Service-learning is the combination of traditional teaching methods with field-based learning and critical reflection (Hurd, 2008) and is popular in first-year composition (Deans, 2001). However, academic research on service-learning in first-year composition is relatively scarce and the most frequently-cited scholarship is at least a decade old (Adler-Kassner, Crooks & Watters, 1997; Deans, 2001; Haussamen, 1997). This study seeks to contribute to the scholarship on service-learning in first-year composition by exploring how stakeholders, including the instructor, the students, and the community partner, perceive the project's purposes and outcomes.

To complete the service-learning requirement for the course in this study, students conduct a bystander intervention workshop for a small group of their peers that focuses on cultural humility and sexual assault prevention. In preparation for the service-learning project, students attend a bystander intervention training conducted by the [Women's Advocacy Program], a center on campus that specializes in violence prevention, LGBTQA rights advocacy, and promoting cultural humility on campus and in the surrounding community.

In order to explore participants' experiences with the project, data was gathered through participant observation, semi-structured interviews, and relevant artifacts, such as student work and course materials. In total, the study includes twenty-one participants, including the instructor, the community partner, and 19 students. Of the 19 students enrolled in the course, this research focuses on the experiences of five key informants (Bogdan & Bilken, 1997), who are referred to as "focal students" throughout the study.

The findings of this study have implications for first-year composition instructors who engage in service-learning. Echoing previous research, this study finds that the relationship between the community partner and the instructor is an important factor in service-learning.

Specifically, in this study, the instructor and the community partner design, implement, and assess the service-learning project collaboratively and have adapted the project over five semesters to ensure that it meets both their needs. The instructor and the community partner cite their collaboration as one of the reasons the project is successful. This study also reflects previous findings that indicate service-learning is more successful when it is integrated into the course curriculum. Students in this study feel that the project seems somewhat "separate" from the course, and perceive this lack of integration between the project and the course as one of the project's biggest weakness.

A key finding of this study is that stakeholders in a service-learning project may not need to recognize or understand one another's perspectives about the project's purposes or outcomes in order for the the project to be successful. Previous research has suggested that service-learning projects are more likely to be successful if stakeholders understand one another's expectations for the project (Bringle, Clayton, & Hatcher, 2012; Deans, 2001), but this study suggests that this understanding might not be as essential to a service-learning project's success as previously thought. This study finds that participants perceive the project's purposes differently and have varying expectations about its outcomes. They make different and occasionally contradicting claims about which aspects of the project are effective or ineffective and they often indicate that they don't fully understand one another's perspectives on the project. Participants perceptions of the project are consistently divergent with one exception: they believe the instructor should continue teaching the project in future courses because they believe that the project is beneficial to their community, which suggests that participants don't need to understand one another's perspectives in order for the project to be successful.

PUBLIC ABSTRACT

This study is a case study of a service-learning project in a first-year composition course. Service-learning is the combination of traditional teaching methods with field-based learning and critical reflection (Hurd, 2008) and is popular in first-year composition (Deans, 2001). However, academic research on service-learning in first-year composition is relatively scarce and the most frequently-cited scholarship is at least a decade old (Adler-Kassner, Crooks & Watters, 1997; Deans, 2001; Haussamen, 1997). This study seeks to contribute to scholarship on service-learning in first-year composition by exploring participants' experiences with a service-learning project.

To complete the service-learning requirement for the course in this study, students conduct a bystander intervention workshop for a small group of their peers that focuses on cultural humility and sexual assault prevention. In preparation for the service-learning project, students attend a bystander intervention training conducted by the [Women's Advocacy Program], a center on campus that specializes in violence prevention, LGBTQA rights advocacy, and promoting cultural humility on campus and in the surrounding community.

This study has implications for first-year composition instructors who engage in service-learning. It examines how specific aspects of the service-learning project, including course-integration and the relationship between the instructor and the community partner, affect project outcomes. It explores how students engage with language and concepts related to the project throughout the semester. Additionally, this study includes findings that are applicable to general service-learning scholarship. The study examines deviations in participants' perceptions of the project and finds that participants don't need to understand one another's perspectives in order to consider the project successful.

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CHAPTER 1: INTRODUCTION

"You're doomed": My introduction to teaching

Since the late 1900's, first-year composition has been a universal requirement in public postsecondary institutions in the United States. A small percentage of schools allow students to test out of the course and an even smaller number of private schools don't require it at all (Crowley, 1998), but with these two exceptions, every college student in nation takes first-year composition.

For this reason alone, I find first-year composition a fascinating field of inquiry; it is one of the only consistencies in most students' higher education experience. It's also an enormous field, quite literally, due to the staggering number of courses, instructors, staff, and students engaged in first-year composition in any given semester. During 2014-2015 academic year, for example, the most conservative estimate puts over four million students in roughly one hundred sixty thousand sections of first-year composition courses, although in reality, that number is likely much higher (Crowley, 1998; Hussar & Bailey, 2011).

I never intended to study composition pedagogy. I was one of the few students allowed to test out of writing requirements and never took a writing course during my undergraduate education. When I started graduate school I was barely aware that such courses existed. I certainly never intended to become a composition instructor, or an instructor at all, for that matter. However, to meet the demand for first-year composition instructors, most universities rely on graduate student teachers or adjuncts to fill their classroom (Ohmann, 1996), which is how I found myself teaching first-year composition seven years ago at Virginia Tech, a large, public, Research I university.

During my first semester teaching, all my students were studying STEM disciplines and were skeptical that the course content was relevant to their fields. They made their skepticism very clear the first time I handed out a formal assignment and their reactions ranged from mild annoyance to vocal protest. Once they realized that I was an underprepared, first-time instructor for a class they felt was irrelevant, they disengaged completely, and I could understand why.

My students' complaints about irrelevance were not unfounded. The fact that I was an inexperienced graduate student indicated that the class was less important than courses taught by professors, which my students seemed to understand long before I did. My course was supposed to teach students how to write for "the real world" by focusing on public texts, but this goal was in direct contrast with what we actually did in the classroom. The curriculum was built around honoring a traditional, academic literacy, one that is used almost exclusively in academia. We read public texts and then wrote academic, research-based analyses of those texts. Further, these "public" texts did not come from a public that most of my students were familiar with or considered themselves a part of; they came from our textbook, which was mandatory for all sections of first-year composition. The book was not terrible. In general, I didn't think it was particularly compelling, but it was especially problematic for students who did not share the editors' culture and I felt it further marginalized the portion of my class that didn't fit into an outdated, traditional definition of "college student."

My class also had an audience problem. In addition to basic writing instruction, first-year composition typically focuses on rhetorical situation and critical analysis (Johnson-Sheehan & Paine, 2013). Being able to understand either is highly dependent on knowing how to appeal to diverse audiences. I could tell my students to imagine a diverse audience and then appeal to that audience, but since no one else ever saw their work, these exercises were rather obviously

pointless. I wasn't fooling anyone when I asked students to write to their grandmother (me) or a board of trustees (me) or their classmates (me), because I was the only person assessing their work.

In an effort to overcome some of these issues I started to research different writing instruction methods. I wanted to create a classroom environment that recognized and honored my students' diverse backgrounds. I wanted to prepare them to succeed in academia while also confronting the fact that once they graduated, my students would likely never write a traditional, academic research paper and would almost certainly never write for the express purpose of earning a grade. Most importantly, I wanted to make sure that we approached writing in a way that would help them understand its relevancy, power, and importance.

I started studying composition theory and pedagogy because my class was bad and I knew I could improve it. My focus drifted away from English Literature, the discipline I was supposed to be studying, as teaching took up more and more of my time. I didn't realize that I was starting to enjoy teaching until one of my professors pointed out that everything I talked about, wrote about, and wanted to study was related to pedagogy. During my second semester, this professor came by my office to see how I was progressing on a paper for his class; I had been in my office when he arrived in the morning and he was stopping by on his way home. I think he assumed that I had spent the day working on his paper and that I might need help. When I admitted that I had spent the whole day trying to tweak a lesson plan, he laughed at me, shook his head, and said, "Oh, you're doomed," and I understood exactly what he meant. Teaching was the driving force behind nearly everything that I had accomplished since starting graduate school and he knew that wasn't going to change. By the time I graduated with an M.A. in English

Literature, about half my credits came from Education. I had no intention of becoming a teacher, but it happened anyway.

I loved teaching because it challenged me in a way that nothing else in my academic experience had before. Teaching was one of the most difficult things I had ever done but I found it endlessly fascinating. I was particularly interested in the confounding fact that first-year composition was the most prevalent course in higher education and that very few people seemed to think it was important or meaningful. This baffled me and I wanted to understand why teaching a course that was important enough to be a universal requirement was widely considered one of the lowest positions on the academic hierarchy. At Virginia Tech, where large lecture courses are common, first-year composition was the only class for many freshman in which their instructor actually knew them by name. This alone led me to believe that the course was meaningful; the class provided an opportunity to engage with students on an individual level. I wanted to improve my course because I knew it could be better and I was embarrassed by how poorly my classes were going, but I also wanted to improve my course because I felt like I was missing an opportunity to show students how their education could be personally meaningful.

I started applying what I was learning in education courses to my curriculum. I tried making my classes more student-centered and collaborative. I started seeking guidance from instructors who taught classes similar to my own. Online, I discovered a vibrant community of first-year composition instructors from around the world and was delighted to find that there was no shortage of serious, relevant discussions about first-year composition pedagogy. I looked for tips on how to improve my class and at the suggestion of several veteran instructors, I revamped most of my major assignments. During my second semester, I tried letting students choose

assignment topics rather than assigning them through guidelines or overly-detailed examples. Students took the opportunity to pursue their interests and ran with it. One group of students designed an eight-week research project on homelessness. That project was amazing for many reasons, but I am particularly grateful to that group because they introduced me to service-learning.

How my students introduced me to service-learning

In my first-year composition instructor program, there seemed to be a general consensus that freshmen, like all teenagers of the "me" generation (Twenge, 2006), were at the very least, self-absorbed, lazy, and disengaged, if not literally less intelligent than previous generations, so at first, I was surprised that my students consistently chose assignment topics that were specific to the local community. However, it quickly became clear to me that they were invested and interested in what was happening around them. I had never heard the term "service-learning" until one of my professors used it (inaccurately) to describe a group project in my class. I was proud of the project, although I couldn't take any of the credit for its success, and at the time, I didn't really understand why it worked so well. A group of four students decided to study homelessness because they thought the homeless population near campus was visible, but largely ignored. They wanted to know more about how individuals in the local homeless community came to live near campus and why other locals seemed to overlook their presence. The project continued to evolve as the students became increasingly interested in their work. They began making weekly treks to the closest shelter, which was in a nearby city about twenty miles north, where they observed, interviewed, and eventually started volunteering. Over eight weeks the students gathered data and used it to put together a video narrative. The group's final presentation, their collaborative research paper, and their individual reflections were the best out

both my class sections, even though three of the students in that group were earning average grades before the project. I wanted to replicate the experience in future courses, so when one of my professors pointed out that the project sounded like service-learning, I decided to look into service-learning as a potential teaching strategy. I liked what I found and I have been studying service-learning ever since.

A brief overview of service-learning in first-year composition

Academic service-learning is the combination of traditional teaching methods with field-based learning and critical reflection (Hurd, 2008). While there are many definitions for service-learning, I prefer the following:

> A course or competency-based, credit-bearing educational experience in which students (a) participate in mutually identified service activities that benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (Bringle & Clayton, 2012, adapted from Bringle & Hatcher, 1996)

I will go into more detail about service-learning definitions in Chapter Two, but to put the practice into context, it's worth noting that in higher education, service-learning is part of a broader shift away from pedagogies that emphasizes teaching towards those that emphasize learning (Ehrlich, 1996). Service-learning is one of many pedagogical practices I have encountered over the past eight years that aim to engage college students in civic participation.

Service-learning gained prominence in higher education during the early 1990s and has since become a widespread pedagogical practice supported by a growing body of research

(Butin, 2010). Much of this research associates service-learning with positive growth on a myriad of academic, personal, and civic outcomes for students. Studies consistently find that service-learning can enhance student engagement with curricular material and is correlated with gains in, among many other things: GPA (Astin, et al, 2000); critical thinking skills (Astin, et al, 2000), oral and written communication skills in a variety of settings (Wurr, 2002a; 2002b); the ability to create cohesive arguments on complex topics (Berson & Younkin, 1998); the ability to transfer and apply knowledge across different situations (Eyler & Giles, 1999); student retention (Bringle, Hatcher, & Muthiah, 2010); and student satisfaction with courses, instructors, grades, and schoolwork (Prentice, 2009).

Service-learning is popular in first-year composition courses (Deans, 2000), in part, I suspect, because of findings like those listed above. In its ideal manifestation, service-learning offers solutions to some of the most common and vexing obstacles in first-year composition: it provides students with an authentic audience, increases their sense of ownership over their work, makes the curriculum more immediately relevant to their lives within and beyond academia, encompasses a wide variety of literacies and skillsets, and creates space for students to make a personal investment in the course. Additionally, many first-year composition courses seek to engage students in active, thoughtful civic participation (Deans, 2000), and service-learning can help students learn practical writing skills while promoting civic engagement.

The problem: research gaps in service-learning scholarship

However, while service-learning is popular in first-year composition courses, research on service-learning in first-year composition is relatively sparse. Research does exist, but the most frequently cited examples, such as *Writing Partnerships: Service-Learning in Composition* (Deans, 2000), *Writing the Community: Concepts and Models for Service-Learning in*

Composition (Adler-Kassner, Crooks & Watters, 1997), or "Service learning and first-year composition" (Haussamen, 1997) were published more than a decade ago. This research doesn't account for technological advances, shifts in student demographics, institutional changes and other important differences that affect service-learning's effectiveness.

Even a conservative estimate of the number of first-year composition courses with a service-learning component, say one percent, translates to more than one thousand first-year composition courses with a service-learning project each year. Considering how many students engage in service-learning in first-year composition courses, I believe this constitutes a major gap in service-learning research.

When I started reading about service-learning, this gap was evident. Because there isn't much research on service-learning in first-year composition, I turned to research on service-learning in other disciplines and became interested in a broader gap in service-learning research that seems to extend across disciplines: the lack of "community partner" representation.

In service-learning scholarship, the different groups involved in a service-learning project are called "stakeholders" (Bringle & Hatcher, 2000; Jacoby, 2009). Stakeholders and are generally grouped by their institutional affiliation. Students and instructors are aligned with academy, and those not aligned with the academic are typically the "community partner", or the "individual, association, private sector organization or public institution" (Community Partnerships, 2005), which the students and instructor work with during service-learning. However, despite the fact that a community partner is a necessary aspect of every service-learning project, they are rarely represented in academic research, which is especially troubling considering claims about service-learning's sensitivity to community needs.

From its inception, service-learning has been defined as a reciprocal practice, one that is equally beneficial for every stakeholder (Honnet & Poulsen, 1989). Reciprocity is one of service-learning's most important tenants because it distinguishes service-learning from charity (Morton, 1995) or, in other words, makes service-learning superior to charity. Charity is a relationship between givers and receivers, whereas service-learning is supposed to be an act of mutual empowerment (Honnet & Poulsen, 1989). This important distinction is reinforced through one of service-learning's most oft-quoted directives, that stakeholders in a service-learning project must "act with" one another, rather than acting "on" or "for" one another (d'Arlach, Sanchez & Feuer, 2009; Deans, 2000; Ross & Boyle, 2007; Ward & Wolf-Wendel, 2000). Yet, despite these claims about stakeholder equality, service-learning research focuses almost exclusively on academic stakeholder interests, perceptions, and outcomes (Blouin & Perry, 2009). To some extent, it is reasonable that scholarship produced for an academic audience would focus on academic stakeholders rather than community stakeholders, but the lack of community representation is only part of the problem. When scholars do include the community, they rarely present the community as an equal partner.

To illustrate this point, Kathleen Bortolin (2011) conducted a discourse analysis of 25 articles from *The Michigan Journal of Community Service Learning*, service-learning's flagship academic journal, focusing on *how* researchers described the community's role in service-learning. Bortolin found that only 16% of references to non-academic communities indicated that those communities were perceived as an equal partner. The remaining 84% of descriptions fell into one of four categories: "community as a means by which the university enhances its academic work; community as a recipient of influence by the university; community as a place which the university makes better; and community as a factor in the financial interest of the

university." In the few instances where non-academic communities are represented in service-learning research at all, it is far more likely that they are represented as a tool for furthering the academic institutions' interests or as the academy's beneficiary. As Bortolin notes, academics "are privileging [them]selves as active agents and subjugating [their] community partners", which contradicts the fundamental claim that service-learning is a reciprocal practice.

Recently, service-learning scholars and practitioners have begun to acknowledge this contradiction and have called for greater focus on how service-learning affects community partners (Blouin & Perry, 2009; Bortolin, 2011; Bringle, Clayton, & Hatcher, 2013). Additionally, scholars and practitioners are starting to engage community partners in research and publication processes, partnering with them in designing studies, writing reports, and choosing where the research will be published (Bringle, Clayton, & Price, 2009).

This study has grown out of my interests in 1) service-learning in first-year composition and 2) the overall lack of community partner representation in service-learning research. Both these interests are personal. As a first-year composition instructor I want to see more research on service-learning in my field. As a first-generation college student, I tend to identify as a community member more than an academic. I want to see better representation of the groups and individuals who typically *don't* have a voice in the research on service-learning, even though service-learning couldn't exist without them. This study is an attempt to contribute to research on service-learning in first-year composition while remaining cognizant of need for greater community partner representation and inclusion in service learning research.

The research questions

Initially, my research was guided by the following two questions:

1. How do stakeholders in a service-learning project in a first-year composition course, such as the community partner, the students, and the instructor, understand the project's purposes?
2. How do stakeholders in the service-learning project describe the project's effectiveness or success?

In an effort to answer these questions, I designed a study based on a service-learning project in an honors section of a first-year composition course at a large, public Midwestern University, which I will refer to as "Plains University". Plains University is located in "Stephensville", a small city with a population roughly twice the size of the student population. The course included a service-learning project, which every student had to complete in order to pass the class. The project required students to conduct bystander intervention training for a group of their peers, then collect feedback from their peers and reflect on the experience in class discussions and in a brief reflective freewriting assignment.

The service-learning project is a collaboration between the course instructor, "Keith", and "Shannon" from the "Women's Advocacy Program" (WAP), a center on campus that specializes in violence prevention, LGBTQA rights advocacy, and promoting cultural humility on campus and in the surrounding community. Both Keith and Shannon have been involved in bystander intervention programs on campus for several years and both would like to see more students involved in these programs. For the purposes of this study, I will use a definition of bystander intervention from one of the course texts, *Response Ability: A Complete Guide to Bystander Intervention* (Berkowitz, 2009):

> Bystander intervention occurs when someone who witnesses a potentially harmful situation involving offensive, inappropriate, or potentially violence behavior chooses to intervene either directly or indirectly in an attempt to alleviate potential harm. Bystander intervention trainings teach people how to recognize potentially harmful situations and then safely intervene to prevent harm from occurring.

At Plains University, bystander intervention trainings are in high demand. Several groups on campus, including the Women's Advocacy Program, provide bystander intervention trainings but work mostly with staff and faculty. Students at Plains Univeristy don't have as much access to bystander intervention trainings, which is something the university is trying to address. When I observe Keith's rhetoric the course in fall 2014, I learn that Keith's students belong to the first cohort of freshman required to take an online course during the freshman orientation. This online course includes, among other things, a section on bystander intervention training.

To prepare students to conduct their own bystander intervention training, two representatives from WAP visit the class for a total of four hours to conduct a bystander intervention training that focuses on sexual assault prevention and promoting cultural humility. Students use the training as a model for their own training, a one-hour and fifteen-minutes-long bystander intervention training for their peers.

I chose to focus on this particular course because the instructor has over thirty years' experience teaching rhetoric and ten years' experience teaching service-learning. By the fall of 2014, he had been teaching the bystander intervention service-learning project for five semesters and I thought of the project as both well known and highly regarded within the university community.

Expanding the research questions

When I began my study, I intended to focus on different stakeholder perspectives. However, within the first few weeks I expanded this initial goal to include an emerging, unexpected tension that became more apparent as the semester progressed: the class was excellent but the service project seemed to be going poorly.

The first major issue with the project occurred early in the semester and prompted my decision to start paying close attention to how the project was developing. Originally, students were supposed to conduct their bystander intervention trainings with either a representative from the Women's Advocacy Program or a trained professional from a different organization on campus. However, there was a miscommunication between Keith, who believed that the plan to pair students with trainers was confirmed, and Shannon, who thought Keith was making suggestions for future semesters. The plan to pair students with more experienced trainers had to be abandoned entirely because by the time the miscommunication was discovered, it was impossible to make the necessary arrangements. Students were informed that they would have to conduct trainings on their own in late September. They were not particularly happy with this development because it meant they would have to prepare a training, find participants, and conduct the training without guidance from an experienced trainer, which would require a substantial amount of added work and responsibility. They voiced their concerns to Keith, who pushed the project's due date back to give them more time to prepare.

A few weeks later, a family emergency required Keith to leave the state for a short period of time and the course schedule started to get crowded. He moved the project's due date again, and then again a few weeks later. The service project was originally due mid-semester but ultimately ended up being rescheduled until it was due on the last day of class. Two major

assignments were already due at the end of the semester, so to alleviate the workload, Keith made the service-project assignment less restrictive by allowing students to give trainings to acquaintances, requiring fewer participants, and encouraging them to conduct the trainings with at least one partner from the class.

At the beginning of the semester, the project was presented as an integral part of the curriculum, but as the semester progressed, it seemed to become an afterthought, for both the instructor and the students. As the due date shifted, the connection between the curriculum and the service project became less clear and the class only discussed the project when a student asked about it or when Keith reminded students about the project's due date.

As the service project became more marginalized throughout the semester, I observed one excellent class after another and grew increasingly interested in what I perceived as dissimilarity between the quality of the course and the quality of the service project. From my perspective, the project was failing. The instructor and the students seemed unhappy with the way the project was progressing, and Shannon, the WAP representative, had not been mentioned since the in-class training. When I interviewed him in October, Keith talked about abandoning the service project altogether, even though at the beginning of the semester he talked about using it for several more years. However, after students completed their bystander intervention trainings, attitudes towards the project changed significantly. In the final class discussion students took turns describing their bystander intervention trainings and most of them described a positive, meaningful experience. Additionally, one-on-one interviews with students, Keith, and Shannon revealed that the project was largely considered successful.

I found the shifting attitudes towards the project fascinating and I amended my research questions to explore how the project evolved over time. Additionally, I replaced the term

"stakeholder" with "participant" in my research questions and will continue to use "participant" from this point forward. I made this change after I started observing Keith's class because I found that using the word "stakeholder" was confusing for nearly everyone involved in the study, including myself. When I explained the study to Shannon and Keith, they understood what a stakeholder was to some extent, but needed clarification to understand what I meant when I said "stakeholder." For the first few weeks of observations, when I explained the study to Keith's students, or discussed it with them in class, I had define stakeholder any time I brought it up and it felt like I was making the conversation more difficult than it needed to be. I decided to replace the term "stakeholder" with "participant" to make the study more accessible.

This case study will explore a total of four research questions:

1. How do participants in a service-learning project in a first-year composition course, such as the community partner, the students, and the instructor, understand the project's purposes?
2. How do participants in the service-learning project describe the project's effectiveness or success?
3. How does the service project change according to the participants' needs?
4. How do these changes affect participants' perspectives about the service-learning project?

CHAPTER TWO: LITERATURE REVIEW

First-year composition in higher education

Composition has been a foundational subject in higher education in the United States for as long as there has been higher education in the United States, if not longer (Crowley, 1998). Students at the first North American colleges pursued positions as ministers, teachers, or clerics and learned classical languages as well as classical rhetorical strategies for oration and debate (Connors, 1981; D'Angelo, 2003). Today, first-year composition has little in common with these early writing courses, evolving over time to meet the needs of ever-changing student demographics and broader trends in job markets.

One of the most significant changes in composition education is the shift in perspectives about the writer's purpose. Through the twentieth century, composition pedagogy has shifted from viewing writing as a product – the final document presented for assessment – to viewing writing as a process – a multitude of activities that encompass every step in writing, from conception to completion (Berlin, 1982; Connors, 1997; Fulkerson, 1979; Hairston, 1982). This evolution was not a steady march from writing-as-product to writing-as-process. The history of writing instruction throughout the twentieth century has tended more towards the movement of a pendulum rather than a linear progression (Applebee, 1974). Periods of moving away from tradition are followed by a retreat to tradition, followed by a period of progress and so on. Some trends, like progressive education, disappear for years, only to pop back up again, slightly altered but recognizable (Kinneavy, 1971; Fitzgerald, 2001). These shifts are always a result of changes in the broader sociopolitical climate (Ohmann, 1996) and are a testament to higher education's role as both an agent of change and as an institution that yields to greater sociopolitical forces.

Before the late 1800's, formal education, especially higher education, was not accessible to the lower and middle classes (Ohmann, 1996). By the late 1800's, this was beginning to change and as a result, the American education system was reaching a critical point. The public had become increasingly skeptical of social institutions, including public education, just as many states were passing compulsory education laws. Schools were overflowing with students and in the wake of the Civil War, amidst ongoing problems caused by widespread poverty, citizens called for democratic reform in industry, politics, finance, and education (Cremin, 1961).

For a time, progressive education was the answer. John Dewey, who is often called the "father" of progressive education, and other progressive educators advocated holistic, student-centered education as a means of strengthening the democratic and social progress of the nation, an argument that was particularly compelling at a time when many felt disenfranchised (Reese, 2001). By the turn of the twentieth century, the progressive education movement dominated education reform efforts in the United States.

Progressive education marked an important turning point because it rejected several common assumptions about teaching and learning. Progressive educators felt it was important to appeal to students' natural needs and interests, rather than focusing on how to transfer knowledge from teacher to student. They believed that thinking and doing could not be separated and education was therefore a social process influenced by cultural, social, and institutional norms. They believed that humans learn through first-hand experience, rather than exposure to concepts (Dewey, 1938; Witte & Faigley, 1981). As Dewey explains, schools isolated from "the ordinary conditions and motives of life" (1932) denied students opportunities for authentic experiences with problem solving and critical thinking. Progressive educators argued that schools should strive to be a microcosm of the larger community in order to provide students

with learning opportunities by engaging in situations that reflected those they would encounter in daily life (Dewey, 1932).

Progressive education was also associated with pragmatist philosophy, which rejected the idea that thought was a mirror of reality and instead perceived of thought as a product of interactions between man and environment (Witte & Faigley, 1981). Pragmatist philosophy translated into progressive education by positioning thought as a social process that could not be separated from an individual's experiences in the world (Myers, 1986). This was in contrast to philosophies that relied on the existence of a universal truth separate from human experience. Education practices guided by "universal truth" philosophies were often religious in nature, and served primarily as a means of comprehending and replicating universal truths (Cremin, 1961). Under pragmatist philosophy, the purpose of education was to make sense of one's own experiences in the world.

In the early twentieth century, these ideas were revolutionary, in part because they negated common practices that had dominated western education for centuries. Progressive educators argued that common instructional methods such as rote memorization, drills, lectures, and exams relied on superficial, extrinsic motivation rather than genuine, intrinsic motivation and therefore was ineffective pedagogy. Additionally, they believed that these traditional instructional methods were an ineffective means of preparing students to become thoughtful citizens capable of moving the world forward (Cremin, 1961). Traditional writing instruction focused primarily on teaching students how to mimic ideal compositions, those of great "masters" such as Cicero, Milton, Shakespeare, Plato, Aristotle, and of course, the Bible and other religious texts (Crowley, 1998). Under pragmatist philosophy, writing instruction sought to process personal experiences rather than replicate the experiences of others (Myers, 1986).

Many contemporary education practices can be traced back to Dewey and the progressives (Emig, 1977; Kinneavy, 1971; Rohman & Wlecke, 1964; Rohman, 1965; Russell, 1992). Student-centered learning and experiential learning, which are both foundations of modern higher education, are rooted in the progressive movement (Cremin, 1961). Progressive scholars certainly did not invent the concept of educating students for active participation in civic life, but they helped establish this concept in educational rhetoric in the United States and articulated how schools could engage students in civic practices. The connection to progressive education is visible in current conversations about civic engagement in higher education. In recent years, scholars such as Thomas Ehrlich (2000) and Barry Chekoway (2001), and national foundations, including the Kettering Foundation (London, 2001) and the Wingspread Conference (Boyte & Hollander, 1999) have appealed for a return to the civic mission of higher education, referencing Dewey and the progressives as examples of how we should be teaching.

Writing instruction, in particular, has strong connections to Dewey and his peers. The process-writing movement, which developed in earnest during the 1960's and 1970's, consistently refers to progressive education scholarship, particularly Dewey's works *The School and Society* (1932), *Democracy and Education* (1916), and *Experience and Education* (1938) (Fitzgerald, 2001).

The progressive education movement began to lose traction in the 1940's (Cremin, 1961), but writing instruction in higher education continued to evolve in response to other sociopolitical forces. For several decades after the start of World War I, the United States military played a powerful role in shaping higher education, acting as the catalyst for changes in writing instruction during Word Wars I and II. Many of these changes have become accepted practices supported by contemporary writing theory and pedagogy (Ohmann, 1999).

During the First World War, when the demand for highly trained officers and technical experts outgrew the War Department's training capacity, the military turned to postsecondary institutions for help. Colleges already had the organizational structure and setting to train a large number of students, who in this case, were soldiers. The resulting military-run education program, the Students Army Training Corps (SATC) was implemented on over 150 campuses across the country beginning in 1918 (Brown, 2001).

Hosting an SATC program was not strictly voluntary. While college could refuse to host and SATC program, the federal government put enormous pressure on campuses with the capacity to host an SATC program to accept the responsibility. Many colleges that hosted SATC programs were initially resistant to accepting an SATC program because it meant becoming a full-time, fully functional military post run by the United States Army (Wagdault, 2011). In many cases, the sudden addition of several hundred or several thousand soldiers drained institutions' resources and drastically altered the campus climate as the military literally took control (Brown, 2001).

Throughout World War I, educators and non-SATC students on SATC campuses were understandably displeased with the sudden military occupation of their schools. Years later, as it became clear that the United States would enter World War II, educators were determined not to repeat the past. In 1940, the American Council of Education met to discuss higher education's role in national defense. They agreed that postsecondary institutions should support defense preparations, including using colleges for military training programs, but they wanted to avoid the problems that SATCs had caused during World War I. In an attempt to prevent problems like those brought on by the sudden, unplanned implementation of SATC programs years earlier, the

American Council of Education pushed the military to start developing plans and policies before putting programs in place (Cardozier, 1993).

In response to these requests, the United States military developed curriculum specifically for soldiers. In addition to specialized courses intended to prepare soldiers for combat, they also called for changes in basic education courses across a variety of subjects, including freshman English. To prepare soldiers for communicating in combat situations, the military outlined necessary alterations to the standard freshman English curriculums. The military asked for renewed focus on critical thinking skills, and a greater focus on clarity, efficiency, and concision in both written and oral communication. Additionally, rather than studying literature, soldiers would learn to analyze reports, lectures, and popular media, which one Naval officer argued, would "extend the student's experience, and […] show modern practices in varied types of expression, technical and popular" (Tressider qtd. in Crowley, 1998). Any contemporary first-year composition instructor will recognize these goals as mainstays of modern first-year compositions courses.

This version of the freshman English might have disappeared, but the war helped popularize the concept of "general education" while simultaneously creating consistent demand for it via the G.I. Bill. During the war, the nation rallied behind the country's global efforts to "preserve democracy" and education was widely accepted as a means of achieving that goal (Cardozier, 1993). General education instructors were quick to point out that their courses were key to preserving democracy because they provided a broader, more unified approach to higher education (Crowley, 1998).

Towards the end of the war, and for many years after, the influx of students who attended college on the G.I. Bill ensured that large numbers of general education courses would be needed

at universities across the nation. Prior to the G.I. bill, college was accessible to an elite group of students who shared similarly privileged backgrounds. In 1944, the G.I. bill funded postsecondary education for hundreds of thousands of veterans, many of whom were from lower or middle classes. By 1947, veterans accounted for nearly half of the total college student population (Batten, 2011), forcing colleges and universities to adapt to an influx of students from widely varied educational backgrounds.

English and Speech departments were overwhelmed by the sudden demand for basic literacy skills and joined together to create classes that focused on teaching G.I. students the "four basics" of communication: listening, reading, speaking, and writing. This so-called "communication movement" was short lived but established two important aspects of modern writing instruction in higher education (Crowley, 1998). First, it positioned writing instruction alongside speaking instruction, broadening the scope of writing instructors and solidifying the connection between oral and written communication. Second, it gave rise to the Conference on College Composition and Communications (CCCC), the first organization of its kind to focus on writing and speech instruction in higher education (Russell, 2002). Once established, the CCCC quickly became the premier forum for composition theorists to present research and ideas, and helped legitimize composition theory as a discipline. The CCCC remains the world's largest professional organization for researching and teaching composition" in higher education ("Welcome to the CCCC", 2016).

Incidentally, the G.I. Bill also had an interesting effect on civic engagement in higher education. A 2002 study by Suzanne Mettler revealed that students who attended college on the G.I. Bill after World War II participated in civic and political activities at a much higher rate than other student demographics. Racial minorities on the G.I. Bill participated in civic and

political life far more than their white counterparts, and Mettler suggests that these students helped mobilize the Civil Rights Movement. The influx of hundreds of thousands of students who were civically engaged on campuses across the country seems to have started a domino effect as rates of civic engagement began to increase across all student demographics within a few years following the first cohorts of veterans attended college (Batten, 2011).

By the mid 1950's, as colleges adjusted to new student populations, a burgeoning middle class fueled rapid economic and technological growth. Colleges began to offer a wide range of courses in both the arts and sciences to meet the demands of a diversifying workforce. General education courses were still an integral part of higher education, but the intense focus on basic, practical, skill-based writing instruction started to fade as instructors once again began including literature and creative writing in their curriculums (Crowley, 1998).

This changed in 1957, after Russia launched the first satellite, Sputnik, prompting "a flurry of policy making aimed at ensuring that the country's chief rival did not get a leg up in the competition for global economic, technological, political and military dominance" (Lederman, 2006). Public education bore a great deal of the blame for allowing Russia to "win" the space race. Preschool through University underwent almost immediate reforms aimed at reinvigorating the nation's education system and many of those reforms were aimed at improving science and language education (Glass, 1979). These reforms returned education to the traditional pedagogical methods that Dewey had found so inadequate and that progressive education reform had sought to eliminate. General education writing courses reverted to systematic language study with an intense focus on grammar as well as sentence and paragraph-level organization. Elements that had been introduced to English and Composition courses in the previous decade, such as speech, public text analysis, and studying skills, were deemed extraneous and removed

from curriculums. Progressivism and liberalism were conflated with socialism and the demise of democracy. Any practice that seemed to reflect progressive or liberal values was met with suspicion and fear (Crowley, 1998). Many scholars view this period as a regression in composition pedagogy from which it took years to recover (Applebee, 1974; Connors, 1982; Parker, 1979).

The political turmoil of the 1960's helped loosen the yoke of the post-Sputnik education reform. Government-sanctioned violence against American citizens during desegregation, the civil rights movement, and the beginning of the Vietnam War, shook citizens' faith in the federal government including the education reforms that had fueled post-Sputnik revivals of traditional pedagogical practices. Educators who had remained silent for fear of being ostracized or fired began to voice their concerns about these reforms (Ohmann, 1965). Students started demanding that their education reflect values of inclusivity and equity championed by the civil rights movement and writing courses once again began to include literature and creative writing in their curriculums (Crowley, 1998).

During the 1960's, a renewed interest in the social and rhetorical dimensions of writing instruction (Berlin, 1988) harkened back to the socialist-democrat visions of progressives and pre-Sputnik pragmatists. Scholars and educators began to position writing as a process rather than a product, and began exploring the multiple, distinct steps in that process (Rhoman & Wlecke, 1964). In 1972, Donald Murray, a Pulitzer-prize winning journalist, composition theorist, and writing instructor delivered a conference paper, "Teach Writing as a Process Not Product", a directive that has defined composition pedagogy ever since. Researchers starting paying close attention to how students approach, and then complete, writing tasks (Emig, 1972; Perl, 1979; Shaughnessy, 1976; Sommers, 1980) and their work continued to provide evidence

that students rely on different strategies before, during, and after their first attempts at writing. These distinct phases of the writing process are now commonly referred to as "pre-writing", "writing", and "rewriting" (Flower & Hayes, 1984), and composition theorists began looking at cognitive processes in each of these phases, developing theories to explain and explore these cognitive processes (Bizzell, 1984; Flower & Hayes, 1981; Lunsford, 1979; Rose, 1988, Stallard, 1974). One long-lasting change brought on by this increased interest in the process of writing is the widespread acceptance of the importance of the rhetorical situation, pre-writing, and collaborative writing practices, including group projects and peer-workshopping.

Contemporary composition pedagogy relies on the rhetorical situation to teach students how to communicate with their audiences (Johnson-Sheehan & Paine, 2013). The rhetorical situation was defined by composition theorist Llyod Bitzer (1968), in his paper "The Rhetorical Situation" as, "a complex of persons, events, objects, and relations presenting an actual or potential exigence which can be completely or partially removed if discourse, introduced into the situation, can so constrain human decision or action as to bring about the significant modification of the exigence". To Bitzer, discourse existed within a rhetorical situation that was comprised of three parts: exigence, audience, and constraints. Exigence is the existence of a problem or the potential for a problem so urgent that the speaker feels compelled to start a persuasive discourse about how to address the problem. The term "constraints" refers broadly to outside factors that can constrain the decision making of the speaker or the audience. In his essay, Bitzer lists the following as typical restraints: "beliefs, attitudes, documents, facts, traditions, images, interests, motives and the like", although he also points out that constraints can include the tools available to the speaker, including language. The audience consists of anyone who hears, reads, or encounters the text. In the years following Bitzer's seminal work, the term "audience" remains

the same, but the other two terms have been replaced in most texts, including the textbook used in this study (Lunsford, 2012). "Exigence" has been replaced by the term "purpose" and "constraints" has been replaced by the term "context", but the meaning of both terms is essentially the same.

The rhetorical situation is now considered a foundational concept in contemporary composition pedagogy (Young, 2001) although when Bitzer first argued that the rhetorical situation was a distinct subject that was worthy of being studied, it was groundbreaking and ruffled more than a few feathers. While other composition theorists argued that the speaker was the most powerful element in a discourse because the speaker created meaning (Vatz, 1973), Bitzer argued that discourse was situated in a social context, and that understanding the social context was the most important factor in whether or not a speaker could successfully fulfill their persuasive purpose. Bitzer, and the many composition theorists who supported his rhetorical situation (Bizzell, 1984; Booth, 1983; Ede & Lunsford, 1984; Flower & Hayes, 1981; Lunsford, 1979; Rose, 1988, Shaughnessy, 1976; Stallard, 1974), challenged the conventions of Aristotelian and Platonic rhetorics, including the idea that truth and knowledge were static or pre-existing, simply waiting to be discovered or unveiled by a skilled and intelligent rhetorician (Berlin, 1982). Acknowledging the importance of the rhetorical situation meant acknowledging that social context is part of what defines truth or knowledge, and that truth and knowledge vary from discourse to discourse, a concept closely aligned with progressive education (Reese, 2001).

For composition theorists, the rhetorical situation helped establish a consensus that community influences language learning and language use and that discourse norms differ from community to community (Bizzell, 1984; Myers, 1986). This concept, that social context influences how people learn and use language, had a powerful impact on writing instruction. The

rhetorical situation was introduced into curriculums as a learning tool for students; students were taught to consider how the rhetorical situation, including audience, exigency, social context, and other concepts, could shape their discourses to make the more effective (Bitzer, 1968). Additionally, the idea that social context influences how people learn and use language changed the way instructors conceptualized their teaching practices. Writing instructors began to consider how their students' cultural and social backgrounds shaped the way they learned and used language. In her essay on writing instruction, "Diving In: An Introduction to Basic Writing," Mina Shaughnessy challenged the notion that academic writing "yielded much more information about what is wrong with the students than what is wrong with the teachers," which she felt reinforced the idea "that students, not teachers, are the people in education who do much of the changing" (1976). Instead of expecting students to change, Shaughnessy suggests that teachers should consider how to change their curriculum in response to their students' needs. Rather than thinking of struggling writers as students who need to "catch up" to their peers, she advocates a teaching process in which instructors identify and build on students' existing knowledge about speaking and writing.

This student-centered teaching approach puts student writing front and center in the classroom. Many other composition theorists and writing instructors advocated similar approaches to writing pedagogy in which student writing became central to the course (Bruffee, 1984; Elbow, 1973; Flower, 1989; Murray, 1972; Rose, 1988). Rather than focusing on textbooks or essays, instructors began to integrate texts produced by students into their lesson plans to teach students how to write and revise. This shift in thinking about student writing as a teaching tool, and not just a product to be graded and returned, reflects the broader movement in composition theory from writing-as-product to writing-as-process. Subsequently, writing

instruction started to reflect this shift in thinking and many classrooms began to employ tactics that were intended to help students work through the different stages in the writing process, including pre-writing, writing, and revising.

Along with the rhetorical situation, research from the 1960's and onward helped legitimize pre-writing, another foundational concept of contemporary composition studies (Elbow, 1973; Flower & Hayes, 1981; Johnson-Sheehan & Paine, 2013). Pre-writing is a broad term for a variety of techniques that writers can use to help them think through a writing assignment during the "invention" or "discovery" stage, which occurs before the writer attempts to compose a first draft (Rhoman & Wlecke, 1964). Pre-writing can include, but is not limited to brainstorming, drawing concept maps, and freewriting. Freewriting, a pre-writing technique popularized by Peter Elbow and used consistently in the classroom central to this study, consists of responding to a writing prompt by writing for a set period of time without stopping to worry about grammar, style, or cohesion (Elbow, 1973). In contrast to traditional, formal methods of responding to a writing prompt, such as filling out an outline or writing thesis statements, pre-writing techniques are intended to be informal, personal, and imperfect.

Like the rhetorical situation, pre-writing challenged basic assumptions about the process and purpose of writing in the classroom. Pre-writing suggests that writing is the result of creative and critical thinking, rather than the close and careful mimicry of literary masterpieces (Rhoman, 1965). Pre-writing values personal experience, and views writing as a heuristic for formulating ideas (Odell, 1974), which reiterates the importance of situational awareness in discourse. In other words, pre-writing was another step away from thinking of writing as a discrete, concrete set of skills that could be applied to any writing exercise.

Other practices associated with process writing have become standard in first-year composition courses since the shift away from conceptualizing writing-as-product in the 1960's. In the 1970's and 1980's, composition theorists published a flurry of research on writing instruction that continues to influence how contemporary writing instructors structure their courses. Peer-workshops and collaborative learning strategies (Bruffee, 1984; Myers, 1986; Trimbur, 1989), including group work, for example, are teaching strategies that were uncommon before the 1970's but are widely used in classrooms today (Ohmann, 1996). In every textbook or reader I have ever used in my own courses, the rhetorical situation is a fundamental concept on which the rest of the book is based. Although the history of writing instruction in higher education is long and complex, I can trace a majority of the strategies and theories that I learned when studying composition theory and pedagogy to work published between the 1960's and the early 1990's. Contemporary writing instruction is based on the premise that writing is a process, and although students eventually turn in their writing as a product, modern composition courses focus on the process of writing as much, if not more, than the final product that students submit for grades.

First-year composition at Plains University

While writing instruction has always been a central tenant of higher education in the United States (Miller, 1997) it must be acknowledged that contemporary first-year composition programs in the United States don't focus solely on writing and have not focused solely on writing for a long time.

To illustrate what a first-year composition course looks like in a modern, North America college, we can look to the Council of Writing Program Administrators (WPA). The Council of Writing Program Administrators is "a national association of college and university faculty with

professional responsibilities for (or interests in) directing writing programs" ("About the Council of Writing Program Administrators", 2016). The WAP publishes guidelines for composition courses in higher education on a regular basis and the WAP is referenced in the department's descriptions of course goals for the course in this study.

Recently (2014), The WPA published a list of goals of first-year composition, and the breadth of the list is staggering. According to the statement, composition should cover topics in: rhetorical knowledge; critical thinking, reading, and writing; processes; and knowledge of conventions. These categories are further divided into as many as a dozen outcomes, the parameters of which are still quite broad, to say the least. For example, a desired outcome of "rhetorical knowledge" is that students "should understand and use a variety of technologies to address a range of audiences." Consider, for a moment, how much time and effort could go into fulfilling just this one outcome, which involves teaching students to understand and use a variety of technologies, identify a range of audiences, understand what those audiences need, and then employ whichever technologies best address those needs.

On their own, The WPA's expected outcomes are immense, but in many institutions, first-year composition instructors are also expected to teach a wide variety of other skills. Since the 1970's, financial constraints have forced many universities, particularly public institutions, to condense general education courses into fewer sections (Ohmann, 1995) and over time, first-year writing programs acquired responsibilities from programs that were reduced or eliminated. First-year composition has become a sort of catch-all for anything literacy related, including public speaking and academic research. As the student population diversifies to include more non-native English speakers (Hussar & Bailey, 2011), these reading, writing, and speaking outcomes become more complicated as composition instructors become de facto ELL instructors.

These recent changes in University structure and student population have altered the way educators conceptualize first-year composition. These courses are no longer the traditional writing courses that some might imagine. They focus less on the skill of writing and more on the concepts that shape how we communicate. I have yet to teach or observe a first-year composition course that emphasizes the technical aspects of writing, such as structure, word-choice, organization, tone, grammar, etc. or bases assignments on traditional text typologies (argumentative, narrative, expository, persuasive). Instead, these courses emphasize broader concepts that can be applied in a variety of media in a variety of situations, such as audience awareness, critical analysis, purpose, etc. In this way, first-year composition may be a bit of a misnomer if composition is read to mean "writing" rather than the composition and expression of meaning through words and images.

This conception of first-year writing courses was born partially out of necessity, but is also reflective of current composition pedagogy theory. Since writing is situated and social, it is a physical and symbolic manifestation of conversations that implies a social exchange between the author and an audience (Bruffee, 1984). Writing is not a matter of reporting truths that exist separate from language, rather it is a means of shaping and discovering truth through language (Odell, 1974). In this conception of composition, instruction should focus on helping students use writing heuristically. There is little room for the rote memorization and grammar lessons of traditional writing courses.

These aforementioned shifts in first-year composition programs are important in this study because the history of composition instruction at the Plains University fully embraces the concept that writing is a heuristic. Students in this study are not required to take a course with the words "writing" or "composition" in the title. Instead they are required to take a four credit-hour

course called "Rhetoric", although it is still referred to by most teachers and students as a writing course. The instructor, Keith, refers to the course as a writing course frequently, noting "I have to correct myself all the time but […] we don't think of ourselves as a writing course," which seems accurate considering that the requirements for the course are split evenly between writing and speaking assignments. However, I suspect that most people still refer to it as a writing course out of habit and because the differences between Rhetoric and the average first-year composition course are negligible. With the exception of speaking, each of Rhetoric's course goals: critical thinking, reading, writing, listening, speaking, and research skills, are listed in the WPA Outcomes for Freshman Composition. I taught Rhetoric for two years and it is nearly identical to the first-year writing courses I taught at two other public colleges, including the addition of speaking requirements not listed in the WPA.

For the purposes of this study, I will refer to Rhetoric as a first-year composition course because for all intents and purposes, it is a first-year composition course. Academic studies on first-year composition pedagogy and theory are applicable to Rhetoric, as are studies on the intersection between service-learning and first-year composition. Yet, I think it is worth noting that by naming the course Rhetoric rather than Writing or Freshman Composition, the University is acknowledging that these courses encompass much more than writing instruction.

Service-learning in higher education

Guided by the belief that learning is a complex, situated, and collaborative social process that occurs when individuals are exposed to various kinds of expertise (Dewey 1938; Gee 2004; Lave & Wegner 1991; Vygotksy 1978), service-learning practitioners integrate traditional teaching methods with field-based learning and critical reflection (Hurd, 2008). The popularity of service-learning over recent decades can be attributed to several factors, including renewed efforts to

fulfill higher education's civic mission (Longo & Shaffer, 2009) and the apparent failure of these institutions to prepare students for successful futures in an increasingly diverse global market (Arum & Roksa, 2011; King,1992).

Service-learning is strongly correlated with positive growth on a myriad of academic, personal, and civic outcomes for students, but "service-learning is neither automatically successful nor inevitably beneficial" (Adler-Kassner, Crooks, & Watter, 1997). Research on the effect of service-learning continues to produce data supporting claims that service-learning is a high impact pedagogical practice, however, the variation of the methodologies and outcome measures used in these studies makes it difficult to pinpoint the exact reasons that service-learning courses can be more effective than traditional courses. Exploring the outcomes in relation to the associated service and classroom experience can help clarify how service-learning experiences result in these outcomes. By understanding the immediate and long-term impact that service-learning has on students, I believe that faculty, community partners, and practitioners will be better able to plan and implement successful service-learning experiences.

Grades have long been the focus of many quantitative studies on service-learning's academic outcomes. Historically, there has been resistance to studies that focus on grades as an indication of success or effectiveness (Zlotkowski, 1996). Many of the learning outcomes instructors strive towards in service-learning courses are complex processes that are difficult to measure or quantify, and evaluating the benefits of service-learning through traditional grading methods has been perceived as an inadequate means of assessing service-learning experiences (Jameson, Clayton, & Ash, 2013).

However, recent research on grades in service-learning courses is producing compelling empirical evidence that these courses successfully teach the exact processes that service-learning

practitioners worry can not be adequately represented by grades. A slew of recent studies (Berson & Younkin, 1998; Kearney, 2013; Mopfu, 2007; Prentice & Robinson, 2010; Strage, 2000; Wurr, 2002) that compare student performance in service-learning and non service-learning sections of the same course find that on average, students in the service-learning sections earn higher grades and these grade increases are not an evenly distributed across tasks. The relationship between service-learning and grades is least significant for lower order tasks and most significant for higher order tasks. For example, in three studies (Kendrick, 1996; Mopfu, 2007; Strage, 2000) where students earned higher grades in service-learning sections compared to non-service learning sections, students were graded on both written material, such as case studies or essays, and multiple-choice exams. In all three studies there was no significant difference in multiple-choice exam grades between sections. The students enrolled in the service-learning sections of each course scored so much higher on the writing tasks that their grades were significantly higher overall. In other words, these studies indicate that service-learning does not seem to affect students' ability to perform lower order tasks, such as choosing one correct answer from a limited set of options, but it greatly improves students' ability to construct well-written, complex analyses. This is but one example in a growing body of research that indicates service-learning is more successful than traditional courses in teaching complex, higher order skills.

In addition to academic outcomes, service-learning can have multiple personal benefits. There is a positive correlation between student retention and service-learning involvement (Bringle, Hatcher, & Muthiah, 2010). Academic-self concept is markedly higher in service-learning courses (Astin and Sax, 1998) and students report feeling more satisfied with their courses, instructors, and grades (Prentice, 2009). Service-learning students also report more

social confidence (Eyler, Giles, Stenson, & Gray, 2001; Stavrianopoulos, 2008), greater satisfaction with their schoolwork, and a more positive view of humanity (Prentice, 2009).

Service-learning students report positive outcomes in civic measures. Students engaged in service-learning are more likely to feel that civic engagement is important and they score higher on a variety of tests that measure civic knowledge. These students are more likely to view social problems as reflective of broader failures within social systems rather than individual fault (Kendrick, 1996). This perspective is important because viewing social injustices as a result of societal problems rather than an individual's choices translates into an increased likelihood that students will believe that 1) there are solutions to social problems, and 2) their personal involvement in working towards those solutions will be valuable (Prentice & Robinson, 2007). This research is particularly relevant to this study because one of the instructor's primary goals for the service project is to involve students in changing attitudes about sexual assault and cultural humility on campus. Bystander intervention is certainly not the only solution to social injustices on campus, but it is an activity that students in Keith's class can learn, use, and teach.

A recent study by Kevin Kearney (2013) further illustrates why service-learning results in stronger scores on civic knowledge scales. Kearney compares two sections of a first-year pharmacy course, one with a service-learning component and one without. Although both courses covered the same material and focused on providing patient services, students from service learning courses were better able to identify community resources. An exam used in both sections of the course required students to list community resources. The service-learning students were not only better at naming resources, they also tended to list additional information, such as the specific details and criteria that described each resource and its services, even though they were not required to do so.

The service-learning students reflected on this after the course and suggested that they were exposed to more resources than the non service-learning class and therefore had more data to work with, but Kearney suggests that seeing those resources in action and associating those actions with real cases made students more likely to remember and understand them. He argues that engaging students in work that lets them experience how social issues affect real people is far more effective than simply exposing students to the fact that these issues exist.

This study appears to support Kearney's argument. All incoming freshman at Plains University are required to take an online college preparation course that covers content related to bystander intervention, sexual assault prevention, and cultural humility. Throughout the semester, in interviews, class discussions, or written work, at least three of Keith's students suggest that the online course should be replaced by in-person trainings or supplemented with in-person trainings because they feel the online course is ineffective or insufficient. This insight will be addressed in greater detail in Chapter Six.

Defining successful service-learning

Research indicates that service-learning courses have the potential to engage students in a learning process that promotes civic engagement, is personally meaningful, and academically advantageous. Some of this is likely due to the fact that processes in service-learning courses are inherently high impact practices that predict student success, such as higher-order learning, reflection learning, and integrative learning, all of which are common practices in successful service-learning courses (NSSE, 2013). But how do we define successful service-learning? Service-learning, like all pedagogical practices, varies widely, but all successful service-learning projects share common characteristics.

Service-learning should strive towards reciprocity and sustainability (Eyler & Giles, 1999; Mintz & Hesser, 1996). It is easy to focus on student outcomes, but community outcomes are just as important if the practice is to be mutually beneficial. Community partners and service-learning practitioners need to work collaboratively towards mutually identified goals that will benefit both parties.

The academic content and the service must be well integrated and the connection between service and course work must be apparent to students (Hurd, 2008; Prentice & Robinson, 2009). Service work and course work should be complimentary, not separate, and skills or knowledge gained in one context need to be transferable to the other. Ultimately, the service is an extension of the class and should be used to enhance course work, like any other activity. However, the instructor should not be the only party determining course work in a service-learning course. If the project is truly reciprocal, everyone will occupy a dual role as teacher and student and course work should reflect this reality, making space for class members and community partners to learn from one another.

Reflection is a critical aspect of service-learning. Well-structured reflection has also been found to be a modest, yet significant predictor of academic outcomes (Eyler & Giles, 1999) and in successful service-learning courses, reflections provide opportunity for critical inquiry or problem solving. Yet reflection for reflection's sake won't help students do either. If students never move beyond stating how a situation makes them feel, reflections can easily become a space in which students only reaffirm what they already know. There are many models for reflection exercises that challenge students to investigate their reactions, assumptions, and stereotypes (Bringle & Hatcher, 1999; Clayton, 2009; Hatcher & Bringle, 1997), and all of these models note that pushing students to think more deeply about their experience is sometimes as

simple as asking them to provide more information. For example, if a student states that they dislike working in shelter because it is too depressing, because they don't like poor people, because they feel guilty, etc. the instructor should ask them to articulate why they feel this way. Additionally, when a student inevitably discovers that they share something with a community partner and concludes enthusiastically that said person is "just like me!" the instructor should ask them to consider how two people with similar characteristics came to be in very different situations.

Successful service-learning courses also use reflections as a diagnostic tool. Students won't always vocalize concerns but reflections will often indicate when a project is not going well or someone is in danger of breaching an emotional threshold.

The nature of the service is important and service projects are most beneficial when students connect personally with the service and see the benefits of their service (Eyler & Giles, 1999; Kendrick, 1996). However, this is not as straightforward as it may seem. A mixed methods analysis (Seider, Gillmor & Rabinowicz, 2012) of students enrolled in a campus-wide service program showed that students who thought their work most beneficial were more likely to be frustrated with their service activities and less satisfied with the personal relationships they cultivated throughout the experience. These students were also engaged in projects where need was less visible than in other projects. Students working with low-income adolescents struggled less than students working with adults who were homeless, had HIV or AIDS, and/or were recent victims of domestic abuse. Students who worked with the adult population found the adults to be relatable and easy to talk to while students who worked with adolescents reported having little in common with the adolescents. The students who worked with adults also reported enjoying their projects more than students who worked with adolescents.

While it is possible that students who struggled wanted to feel as though their work was worth their effort and that this desire caused inflated scores, the study involved nearly four hundred students and the results were statistically significant.

The results of this study are a bit counterintuitive, but the authors provide several possible explanations. First, problems in the adult population were much more visible than in the adolescent population and students may have felt that they could not make any real impact on situations that seemed completely out of their control. Second, student may have perceived adults as more difficult to help than adolescents. Adolescents had more time and therefore more opportunity to move beyond their current situations, whereas the adults' situations were more likely to be perceived as fixed. Many students working with the adult population were younger and may not have been comfortable with the idea that they were in positions of authority over their elders. Finally, students who worked with adult populations were much better at anticipating what their service experience would entail, and were therefore better prepared and more likely to understand the limitations of their impact. The students who working with adolescents had unrealistic expectations, which was frustrating but didn't cause students to feel as though their work has less meaning.

Successful service-learning projects then, are those that are reciprocal and sustainable, benefiting the community partner as much as it benefits the students. The academic material and the service work must be well integrated and the reflections should provide students with an opportunity to practice critical thinking and analysis. The nature of the service project must be carefully planned and the service should be a good fit for the students as well as the course. It is impossible to prepare for every outcome in a course dependent on so many variables, but if these

aspects of the course are well-designed the course is much more likely to be successful for the students and community partners.

Service-learning and civic engagement in first-year composition

Much of the research focused specifically on first-year composition consists of case studies, which detail student and/or instructor experiences. Many of the case studies are intended to serve as models for service-learning projects in first-year composition courses and discuss project design, journals, discussions, and classroom management in great detail. While they provide plenty of practical information and tease out important theoretical questions, they often lack in other areas. For example, discussions on assessment are inconsistent, community partners are often barely present, and integration between academic content and service is often assumed but not always explained. Quantitative studies on service-learning in first-year composition are almost nonexistent.

This makes sense considering that the purpose of many of these studies is to share information that can be applied to other courses. Some case studies on service-learning in first-year composition are rigorous and comprehensive, but many are not. Until we better understand the whole picture, it is difficult to determine what characterizes a successful service-learning experience in first-year composition and what does not.

It is clear that service-learning is positively correlated with several outcomes of particular interest to composition instructors, including critical thinking, writing skills, problem solving, cultural humility, and understanding how to communicate effectively in different situations (Astin, et al., 2000). These skills are important in a vast majority of college courses, so the outcomes are well-documented.

But how do these outcomes translate into a typical first-composition course? Service-learning is, by definition, a reflective practice - a popular saying about service-learning is that the hyphen between "service" and "learning" stands for reflection (Eyler & Giles, 1999) – and in many classes this reflection takes the form of weekly journals. Research that compares service-learning sections with non-service learning sections of the same course report stronger gains in writing and communication skills (Strage, 2000; Wurr 2002a; 2002b) and it is entirely plausible that this is due to the fact that students in service-learning courses write more than students in traditional courses. The reflective nature of the writing also supports critical thinking and analytical skills, pushing students to consider how they react in to situations and why. Patti Clayton, a service-learning scholar and educator, argues that reflection journals can be powerful tools for getting students to challenge assumptions, justify actions, and articulate beliefs, strengthening students' critical thinking skills through practice. Her DEAL model for critical reflection (2009) is an example of the rigor that can be introduced to this aspect of service-learning and outlines the added benefits of integrating every aspect of course content with the service requirements. This built-in writing component may be one reason that service-learning has been so widely embraced in composition.

Service-learning might also appeal to many composition instructors because it facilitates positive classroom dynamics (Hurd, 2008; Prentice, 2009). Service-learning provides students with a common experience to discuss, write about, and research. Instructors cannot assume that their students will share similar cultures, education experiences, or languages, especially in an interdisciplinary class. Even schools with relatively homogenous populations are seeing diversity that is unparalleled in the history of higher education and by all indications student populations will continue to diversify more rapidly each year (Hussar & Bailey, 2011).

First-year composition is a discussion-based writing class that intentionally addresses argument, conventions, and controversy. A diverse class makes this experience richer, but only if everyone has access to the conversation. Service-learning projects can serve as a shared foundation where one may not otherwise exist. Students view the experience through their own lenses and carry that perspective into a dialogue about a shared experience. Few other texts or teaching practices will offer the same possibility.

Service-learning is also suggested as a potential solution to several long standing issues regarding the practical application of concepts with important theoretical implications in the field of composition pedagogy. In particular, service-learning can help a problem many instructors face in finding the appropriate audience for student writing.

In the classroom, audience appears as a primary feature of rhetorical situation and critical thinking, as well as a fundamental tenant of effective communication (Bitzer, 1968). Audience is a bane to many writing teachers because it is extremely important concept that is difficult to teach within the confines of a classroom. Effective writing must appeal to its audience but audience is a complex concept: it changes from situation to situation and is often varied. An audience can represent many different beliefs and values, making it difficult to pin down or define, unless you are writing for one person and know exactly what they want to hear. In a classroom, audience is an ever-present obstacle because it is nearly always fixed. Students will write to their instructor because their instructor controls their grade. Writing for the same person over and over isn't an effective way to teach students how to write for a variety of audiences, but it is an effective way to teach students to write for their instructor. This may be useful in students' immediate future and it certainly works towards the goals of first-year composition, but

it does not prepare students for future situations and an audience of one, where that "one" is the instructor, values academic literacies over all others

Some first-year composition instructors choose service-learning because they find the traditional approach to writing problematic or ineffective. Paul Heilker (1997) claims that composition courses suffer from "a lack of content" and Thomas Deans (1997) argues that students need the opportunity to "write themselves into the world". This desire to move beyond the classroom is nothing new. In the past, civic engagement and writing about social justice issues were favored for being able to produce exigency more real and meaningful than anything that could take place within the bounds of a single classroom (Heilker 1997; Wells, 1996). The hope was that these "real world" texts would force students to think about broader contexts, making their work more authentic, and service-learning is an extension of this concept.

Service-learning projects are not a cure all for any course, and certainly not for a course that is already overburdened with responsibilities. The positive results do not always outweigh the negative, but composition instructors continue to pursue service-learning for the multitude of potential benefits.

Service projects in composition courses tend to fall into two categories: projects that produce writing as the service, or projects that produce writing in response to the service (Bacon, 1999; Deans, 2001). Advocates of writing as service (Arca, 1997; Bacon, 1999; Dorman & Dorman, 1997; Heilker, 1997; Watters & Ford, 1995, 1999; Deans, 2001), argue that "real" and valuable writing is writing for which the exigency, audience, purpose, and impact of student's texts are located in contexts and situations beyond the carefully constructed, and ultimately inauthentic, confines of a classroom. Advocates for writing in response to service (Clayton & Ash, 2009; Deans, 2000; Flower, 1997; Herzberg, 1994), argue that responsive, reflective writing

is both real and valuable, and that impact outside of the classroom is not the only authentic or worthwhile outcome to consider.

Scholars who advocate writing as service are also concerned about the ethicality of service that contributes labor in exchange for intellectual growth, experience, and empowerment. Thomas Deans (2001) notes that writing about the community rather than writing for or with community tends to further traditional academic goals and seldom creates lasting impacts in the community. Students who write about the community might engage superficially, and then are rewarded for reflecting on how social injustices that they will probably never experience make them feel. Volunteering at a soup kitchen does little to improve the plight of the hungry, but students get a grade towards a degree and a line on their resume. Bruce Herzberg (1994) warns that unless we teach students to question the validity of systems that necessitate these institutions in the first place, we are doing little more than charity.

Herzberg's concern about ethical service-learning projects in first-year composition courses is well-earned. As many service-learning scholars have noted, service-learning should be mutually beneficial but when something goes wrong the group that has less power or access to resources is at a greater disadvantage (Bortolin, 2011). Unfortunately, not all first-year composition instructors who engage in service-learning work with community partners to define needs and goals, resulting in a course that acts on the community rather than with the community. One particularly horrifying example of this problem can be found in one of the few case studies focused on service-learning in first-year composition. In this study (Haussamen, 1997), which is widely cited in research on service-learning in first-year composition, the instructor, Brock Haussamen, describes calling volunteer coordinators to give them unsolicited advice on how to work with his students. He notes that these phone calls can uncover problems

with organization, including not "using or supervising volunteers effectively," the implication being that he can then instruct the organization on how to better use and supervise his students. At no point in the study does he indicate that he works with the organizations directly, instead, he discusses finding organizations through phone calls or flyers, and then sending students to "volunteer". This case study is rather dated but that doesn't mean that this no longer happens. Service-learning is undeniably en vogue and Dan Butin (2011) argues that a flush of funding has resulting in more bad service projects than good. The concern about ethics that appears in scholarship on service-learning in first-year composition is well-founded.

Advocate for writing in response to service tend to take a more pragmatic approach, addressing the practical constraints of producing such texts in courses where the academic content does not align with the service outcomes. What might be useful to a community organization -fliers, web content, promotional material - is not always useful to students. Organizations that need more traditionally academic texts – grants, research reports, testimonies – often require more time and specialized skill than a writing course can provide. Writing as service is simply not feasible in some cases and advocates for writing about service raise their own moral dilemma by pointing out that in these situations, the long-term benefits of engaging students in community are no less valuable.

These scholars also challenge the validity of several assumptions made by advocates for writing as service. Keith Morton (1995) challenges the fact that many service-learning scholars (Deans, 2001; Giles & Eyler, 1994; Mintz & Hessar, 1996) place charity and advocacy on a hierarchy where advocacy is always superior to charity. He argues that actions resulting in increased social justice are more valuable than actions that do not, and that there are instances in which charity, advocacy, and everything in between have created long-lasting positive social

change. Similar arguments (Clayton, 2013) challenge the assumption that only writing which fulfills a community partner's request and therefore counts "as service" can help students understand social issues. Finally, when given the choice between writing in response to service and not engaging in service at all, some scholars argue that choosing inaction is morally wrong, provided that no one is being harmed or taken advantage of (Morton, 1995).

While writing as service might be ideal for some courses, it is simply not feasible to do this in every course. Advocates for writing as service are justified in their concern that many service-learning courses are not mutually beneficial. However, service-learning courses that engage students in community activism but don't result in tangible, quantifiable products can also be mutually beneficial. In either case, instructors need to understand the needs of their community partners as well as their students. In courses where students write in response to service, the instructor needs to be cognizant of how reflection pulls focus inward. Research, rhetorical analysis, communication with community partners, and well-planned reflective writing can fortify efforts to engage students in critical inquiry and redirect focus outwards (Clayton, 2013).

There is still a lack of research on how service-learning affects writing, reading, and communication. There is no shortage of qualitative research from disciplines outside of composition in the form of case studies and anecdotal evidence, but this is only useful if it can be applied to similar situations. Not all case studies clearly outline the purposes, goals, or relevance of the service, which is not only troublesome from a research perspective but also problematic in that it is of limited value in the ongoing dialogue about how service-learning might be implemented successfully in other courses. If we to understand the mechanisms by which

service-learning results in literacy gains, we need more studies like those conducted by Wurr (2002a; 2002b), which are academically rigorous, transferable, and can be replicated.

Rigorous research on service-learning in first-year composition is scarce. I suspect that the nature of the first-year composition instructional population is partially to blame. Non-tenure faculty doesn't have much incentive to conduct research and their workloads are often much higher (Ohmann, 1996). Research on these courses should be of interest to anyone involved in undergraduate education because first-year composition students are likely everyone's students. There is no doubt that the practices in these courses can be improved and these improvements could benefit many, but first we need to clarify how these courses affect students, and why.

Future research that explores the different styles of service-learning and the resulting outcomes for community partners is necessary if we plan to continue advocating for increased support in service-learning and other civic engagement endeavors. Currently, what we know about outcomes from first-year composition courses is vague, generalized, and reported by authors who 1) are rarely an active member of the community and 2) have an unnerving tendency report success even when it is clear that the service aspect of the project was weak or ill-planned (Haussamen, 1997; Posey & Quinn, 2009). Unsuccessful service-learning courses can harm both the students and the community partners. Future research will be necessary if we want to understand the mechanisms and outcomes of service-learning projects in first-year composition.

It is well understood that service-learning can be a powerful pedagogy for students, faculty, and community members. As research on service-learning continues to produce positive results, it becomes important to move away from simply collecting data towards a scholarship that understands how different methods of service-learning produce different outcomes. Better

understanding the mechanisms of service-learning pedagogy makes it is more likely that the service-learning projects we implement fulfill their potential to benefit those involved.

Definitions of civic engagement and service learning

The practice of service-learning is relatively new and there is no single definition that encompasses the variety of practices that carry its label. Scholars and practitioners have long debated the practices' role in institutions of higher education, which makes it difficult to address fundamental questions about what service-learning is and how it should be implemented. The lack of a common, widely agreed upon definition for service-learning is an important aspect of this dialogue and has been for decades. In 1990, Jane Kendall noted that while reviewing literature for her handbook *Combining Service and Learning*, she counted 147 distinct terms used to describe service-learning, and in the introduction of book anticipated that this debate over terminology was likely to rage on "forever" (qtd. in Kendall). So far, Kendall has been correct and conversations about service-learning continue through a myriad of terms that are unclearly defined. Service-learning and civic engagement are often used interchangeably and other terms such as "community", "civic", "citizen", and "partner" are combined into endless phrases that are intended to signal a service-learning experience. Some of this definitional ambiguity seems to stem from dissatisfaction with the "service" in service-learning, as "service" indicates a power relationship inherently in favor of the academy and elicits a decidedly uncomfortable impression of noblesse oblige (Eby, 1998). Still others argue that the term "service-learning" is simply inadequate, failing to convey the complex, reciprocal relationships between the "service" experience, the academic results, and the individuals and communities involved (Butin, 2011). Even among those who agree to use the term "service-learning", the presence of the hyphen between "service" and "learning" is a source of ongoing debate and

essays outlining the arguments for or against hyphenation are plentiful (Gray, 2008; Phelps, 2012). Ultimately, the ever-growing community of individuals that I refer to as service-learning scholars, practitioners, and advocates do not necessarily accept that label nor would they agree on what that label ought to define.

This lack of a single, unifying name or definition complicates service-learning research because studies use different outcome measures on service-learning experiences that vary widely by discipline, student demographics, and the type and length of service. Out of necessity, it has become tradition in academic discussions on service-learning to begin by stating the definitions and terminology on which the rest of the discussion will be based. For this paper, service-learning is defined as the following:

> A course or competency-based, credit-bearing educational experience in which students (a) participate in mutually identified service activities that benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (Bringle & Clayton, 2012, adapted from Bringle & Hatcher, 1996)

I choose this definition because it highlights the reciprocity of service-learning by situating service-learning as mutually beneficial practice for the students and their community partners. Additionally, this definition identifies civic and personal goals as well as academic goals. Many other definitions focus solely on students' academic outcomes, ignoring the importance of community benefit and civic education. In cases where the students' academic outcomes are the

primary motive behind the service, the practice is more akin to a course with a volunteer requirement rather than a reflective, civically conscious practice.

The terms "civic engagement" and "service-learning" are sometimes used interchangeably in higher education scholarship. To clarify, I borrow Richard Adler and Goggin's definition of civic engagement, which is as follows: "Civic engagement describes how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community's future" (Adler & Goggin, 2005). In this definition, civic engagement is an umbrella term under which service-learning falls.

Embedded in these definitions of civic engagement and service-learning are assumptions about what constitutes a community. This particular aspect of service-learning discussions is difficult for me. I dislike the distinction between academic and non-academic communities in service-learning projects, especially because these communities tend to exist in the same physical location with a great many overlapping members. However, I want to recognize the importance of power and status disparities inherent in academic service-learning practices, where power and status is disproportionately aligned with academic institutions rather than community-based organizations. I am borrowing the definition of community from The University of North Carolina Greensboro: "The "community" in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good" (Janke & Shelton, 2011). I refer to "academic" and "non-academic" when discussing communities, not because I believe there is always a clear distinction between the two, but rather to indicate when someone's primary interest in a service project aligns with, or outside of the academic institution.

In this study, these terms are further complicated because several key participants occupy prominent roles in both the academic and non-academic communities affected by the service project. The instructor, Keith, occupies dual roles in both the academic and the non-academic community because he is both the instructor and a board member for the Women's Advocacy Program. The center director, Shannon, also occupies dual roles. The center is located on campus and she works primarily within the academic setting, but her role also requires her to work on several projects outside of the academic community and she is active in other non-academic community projects on her own time.

Sexual violence prevention at Plains University

Sexual violence prevention was a particularly heated topic on the Plains University campus when I began the study, and two of my participants had been involved in sexual violence prevention on the campus for several years at the start of the study. The instructor, Keith, has been working with the Women's Advocacy Program since 1979 and currently serves on the advisory board with "Shannon" the director of violence prevention at the Women's Advocacy Program, who represented the WAP in the study. Keith joined the advisory board in 2008, in response to a specific incident:

> There was an outrageous sexual assault on campus by an athlete and the only thing that was worse than the assault itself was the abominable way in which the victim was treated and the entire situation was handled by the university. I became very outraged and was looking to volunteer in a capacity that would allow me, as a man, to begin working on those issues.

The bystander intervention service-learning project originated from his work on the advisory board. He explains that while discussing the prevalence of rape culture, a fellow board member

referred to research on the subject, which concluded that the most effective means of changing campus climate was to involve students in promoting awareness and intervention. This idea resonated with him; he had long felt that significant could only happen if students, rather than the institution, were the driving force behind it. While trying to think of ways to encourage student involvement in preventative efforts on campus, he realized that he had all the pieces for a service-learning project: there was an obvious need within the community, his students could make significant strides towards addressing the problem during the semester, and the project was sustainable.

At the time, the instructor was dissatisfied with the service-learning projects he had been using in the course and was actively searching for a new project. Because he had more than sixty students, he had been unable to find one community partner who could use the entire group, so students were required to volunteer for 15 hours over the course of the semester at an organization of their choice. They wrote about their experiences and discussed them in class, but he was not convinced that the arrangement was working: "they were regarding it as a hurdle to overcome rather than an opportunity and they were gaming it, and they were doing things that were not particularly rich or challenging". The bystander intervention project would alleviate many of the obstacles he experienced with his current service-learning assignment. The project was inherently personal because it addressed a problem in his students' community. The WAP was struggling to meet requests for bystander intervention workshops and his large student groups would be a blessing rather than a burden. Student would conduct the same service, so they could discuss their experiences in greater depth during class. He approached the director with a project proposal that would benefit the center and meet his course requirements: his students would take a bystander intervention workshop, then conduct workshops for other

students on campus. Students would gain valuable experience presenting to authentic audiences while providing workshops for hundreds more students than the center could reach with its current resources. The center agreed to provide training and the first bystander intervention service-learning project took place in 2012.

When I began the study in Fall 2014, the university was still under substantial public scrutiny for after a series of unfortunate incidences during the previous semester. In early 2014, the student paper published an interview with the University President that incensed its readers. When asked to discuss sexual assault prevention on campus, the President's made comments that many found flippant and insensitive, especially considering that six sexual assaults had already been reported that year. Local, then national media picked up the story, and a number of campus protests attracted even more attention. After the first protest, the situation escalated rapidly. The President apologized publically, and promised to create a student and faculty committee dedicated to sexual assault prevention, including new protocol for preventing and reporting sexual assaults.

To get a sense of how much this series of events affected to the University's approach to sexual assault prevention, I spoke to Shannon about the aftermath. Shannon had been the coordinator of violence prevention for over a year at the time of the President's interview. Until then, her position was a half time, but, "in Spring 14, campus climate definitely changed a little bit in relation to sexual assault and so then, all the sudden, funding was found to be able to support [me] full time". She also notes that demand for workshops was always high, but "following spring it definitely skyrocketed. We had a lot more professional staff asking for workshops and asking us to come in and work with their organizations on coordinated efforts

during the spring semester". By Fall 2014, the number of violence prevention staff on campus had tripled.

The spring 2014 events coincided with growing national concern about sexual assault on college campuses. In 2013, widespread media coverage brought attention to the fact that sexual assaults had reached pandemic levels on college campuses and were largely being mishandled or ignored (Kingkade, 2013; Felch & Song, 2103; Marklein, 2013; Megan, 2013). Further investigations into these claims revealed that several prominent Universities had knowingly underreported or failed to report sexual assaults. Droves of students, staff, and faculty from across the nation came forward with stories that corroborated widespread administrative malfeasance, prompting a public outcry and eventually, action from the federal government. President Barack Obama addressed the issue by making it the topic of his weekly address in January of 2014 (The White House, 2014) and the US Department of Education publicly disclosed the names of all universities and colleges under investigation for mishandling sexual assault claims for the first time in May, 2014 (Kingkade, 2014). The first report revealed the names of 55 college and universities under investigation. By the time students in my class started school in August, that number had climbed above 80. In September 2014, the Obama administration launched a nationwide campaign to prevent sexual assault on college campuses, called "Its On Us" (Somanader, 2014).

Between the broader national conversation and the localized incidents at the University, the campus climate was particularly conducive to a service-learning project about bystander intervention in the fall of 2014. Incoming freshmen were the first to experience new measures intended to educate students and parents about the risk of sexual assault that were established over the summer. They learned about sexual assault prevention during their orientation and were

required to take on online college preparation course that included sections on preventing and reporting sexual assaults as well as bystander intervention.

These new efforts don't always make students and guardians feel safer or more prepared. Most students regarded the online course and orientation sessions as a necessary annoyance, and didn't pay them much attention. Three of the students I interviewed mentioned the online course and how much they hated it. One student, "Mike", confirmed my suspicions about how much students pay attention to these new initiatives when I asked what he had heard other students say about them, and he immediately replied, "they don't take it seriously". Guardians, on the other hand, paid attention. While interviewing a female student, "Georgina", I noticed pepper spray attached to her backpack. She explained that her mother got it for her after attending a separate session for parents on campus safety during orientation:

> It was supposed to reassure the parents, but my mom came out of it she goes 'that didn't reassure me at all. and she like whips this rape whistle out of her bag and she goes 'I got this for you for free and when we get home we're going to Walmart or Target and we're getting you pepper spray'.

A male acquaintance told her that when she turned 21, she could apply for a firearm license and carry a gun. She wasn't the only female student I talked to whose family or friends sent her to college similarly armed with pepper spray, mace, rape whistles, or other suggestions for self-defense. At the very least, students starting college at Plains University in fall 2014 had encountered information about sexual assaults during orientation, if not elsewhere. In this respect, the service-learning project was an extension of ideas every freshman had been thinking about, to some extent, for several weeks.

CHAPTER THREE: METHODS

This study explores participants' perspectives on a service-learning project in a first-year composition course. Additionally, it examines how the service-learning project changes over time and how those changes influence participants perceptions about the project's effectiveness. I use qualitative research methods (Chiseri-Strater & Sunstein, 2011; Creswell, 2005; Merriam, 2009; Yin, 2011) to collect data for this case study. This chapter explains how I collect and analyze data and includes a brief overview of the participants.

Case study overview

This is an observational case study (Merriam, 2009) for which I gather data through participant observation, semi-structured interviews, and relevant documents and artifacts, such as student work and course materials. According to Robert Stake's (2005) typology of case studies, this study has qualities of both an intrinsic and instrumental case study. The study is intrinsic because "the case itself is of interest" to me as a teacher and service-learning scholar. I choose to study this course because I believe that "in its particularity and its ordinariness" (Stake, 2005) it is a good representation of a typical service-learning project in first-year composition and I find it intrinsically interesting. The study is instrumental because "it provides insight into an issue [and] plays a secondary role, facilitating our understanding of something else" (Stake, 2005). The study extends beyond my intrinsic interests in that its purpose is to provide greater insight into service-learning practices. I hope that findings from this study will be useful to other first-year composition instructors interested in service-learning.

Case selection

A case is a "bounded system" when it can be "separated out for research in terms of time, place, or some physical boundaries" (Creswell, 2005). In this study, the case is bounded by both time and place; the class was only open to students and met regularly at the same place and time.

The instructor is teaching three sections of the course with the same service-learning project during the semester I am conducting the study and I am available to observe two of them. For the first two weeks of the semester, I attend both classes before deciding which one I will follow.

Initially, choosing which class to observe is challenging because they are so different. Over the two weeks I observe both classes, the first class is consistently rowdy and disruptive while the second class seems amiable and cooperative. A few students in the first class are openly opposed to the project from the moment Keith introduces it and voice their displeasures during the WAP training. Shannon notices this and brings it up during the interview: "This semester was very interesting, because there was one of Keith's classes that really seemed to like, get it and they were on board and they were like, about it, and one class that was like 'Oh no'". The first class, which Shannon describes as the "oh no" class and Keith affectionately refers to as "my problem children", is the class I originally I want to observe because I am certain the case will be interesting. However, it is clear that that Keith has his hands full and I feel like my presence might make things more difficult for him. Additionally, the students don't seem particularly receptive to my presence. The students in the second class are friendly and ask questions about my research but the students in the first class generally ignore me or are as hostile towards me as they are towards Keith. The more time I spend in the first class the more

uncomfortable I feel and I after two weeks I am not convinced that this is going to change anytime soon.

After two weeks I decide to follow the second class, the class that Shannon describes as "on board". I want to be conscious of Keith's needs and don't want to be an added burden in a situation that already seems tense. I also realize that the second class will probably grant me greater access to the participants' experiences with the project. In "Application of Case Study Methodology" (1997), Winston Tellis notes, "selecting cases must be done so as to maximize what can be learned in the period of time available for the study". By the time I select the case there are only fourteen weeks for me to get to know students and observe participant interactions. I choose the second class, in part, because I genuinely enjoy being there. Students seem willing to engage me in conversation and generally seem more talkative and more engaged. I decide that the second class will provide better opportunities to "maximize" what I can learn during the study.

Overview of participants

The participant pool is limited to students enrolled in the course, the instructor, and the WAP program director, Shannon, who conducts the bystander intervention training and acts as a resource for the class as they complete the service-learning project.

In total, the study includes twenty-one participants. They are: the instructor, Keith, the director of the WAP violence prevention program, Shannon, and the 19 students in Keith's course. After one male student dropped the class, the class consists of 4 male students and 15 female students. All but one student is from the Midwest. Two students self-identify as a person of color. Of the 19 students in Keith's course, I focus on the experiences of five key informants

(Bogdan & Bilken, 1997): “Mike”, “Mary”, “Jane”, “Georgina”, and “Lily”, who I refer to as the “focal students” throughout the study.

Introduction to the participant groups: The instructor, the students, and the community partner

Service-learning projects involve a complex network of relationships because they are situated across overlapping communities (Hea, 2004). In this study, for example, every participant is a member of the Plains University academic community but Keith and Shannon live outside of the academic community, in Stephensville, while all of the students live on campus. Keith and Shannon are involved in WAP, but occupy different roles within the program: Keith is a volunteer and Shannon is a paid director. And so on. While the participants occupy multiple communities at once, I split participants into three groups based on their primarily roles in the service-learning project. These three groups are: 1) the instructor, Keith; 2) the students, including the five focal students, Mike, Mary, Georgina, Lily, and Jane; and 3) the representative from The Women’s Advocacy Program, Shannon. In order to explore participant’s perspectives on the service-learning project I interact with individuals from each of the three groups throughout the project.

I get the entire class’s permission to sit in on the course each day during the semester. I know I won’t have time to interview every student, so I decide to choose a smaller group of students to focus on for a more in-depth study of their experiences. I want to work with students whose experiences with the service-learning project will help me understand their perceptions about the project and the course. I want to work with students whose experiences are “information rich” (Patton, 2002), allowing me to learn, in great detail, about how the project affects them, and what they are learning from the experience.

At the beginning of the semester, when I ask students for consent to observe the class, I also explain that once the service-learning project is complete, I will ask for volunteers for one-on-one interviews about their experiences. I hope to select at least four students for one-on-one interviews, in addition to collecting written work related to the service-learning project. I establish several criteria (Merriam, 2009) to help determine which students I will choose if more than four students volunteer.

Criteria for focal students:

- They fulfill all the project requirements by conducting a bystander intervention training for their peers and by turning in the required written work, including a project proposal, a written reflection, and feedback sheets completed by each participant.
- They agree to being interviewed and to share their required written work.
- They are in good standing in the class and do not owe the instructor any late work.

I don't want to restrict students from participating. If the student completes the assignment, is willing to discuss their experiences, and willing to share their work, they are eligible. With the exception of one student who receives special permission to write a paper instead of conducting a bystander intervention training, every student in the class meets the first criteria. I do not share the last requirement when I ask for volunteers, but decide that I will turn down any student who is falling behind. This has nothing to do with the study; I simply do not want the study to be an additional burden on anyone who is struggling to complete their academic work.

Ultimately, of the seven students who respond to my request for volunteers, five become focal students. I do not reject the other two students, but the criteria influences my decision not to further pursue their involvement after they don't respond to requests for scheduling an

interview. One student seems hesitant about sharing their written work and the other had recently indicated in private that they are feeling overwhelmed by their workload.

The five focal students are all students I have connected with throughout the semester and have conversed with outside of class. I anticipate that these five students will be among those to volunteer as focal students because they are some of the most engaged students in the class and seem genuinely interested in the course, the service-learning project, and my presence in the classroom.

The only student I put extra effort into recruiting is Mike. The other four focal students scheduled interviews immediately, but I have to send Mike a few emails reminding him to schedule an interview after he first agreed to participate. I do not do this with the other two students who didn't respond right away, but I want to include Mike in the study because over the course of the semester I notice that he seems skeptical about the service-learning project and some of the WAP training content. I first make note of this after the WAP training in the second week of class. In my observation notes I write:

> There are some very bright students in this room. The student [Mike] who looks like [name of one of my former students] is obviously brilliant - to the point that I think people don't quite know how to handle him. When we were doing the BI training he asked some very philosophical questions and I don't think they [the other students] had any idea what he was after.

During the training, Mike seems more familiar with the language than other students, which leads me to believe that he has prior experience with either service-learning or sexual assault prevention. Additionally, Mike is one of the most consistently vocal students in the class, and is especially articulate and analytical. I was certain his interview would be thought provoking. I am

glad I make the extra effort to recruit him, because his interview is arguable the most information rich interview in the study.

Data collection

A defining characteristic of a case study is “rich” or “thick” description of the case (Cherisi-Strater & Sunstein, 2011; Geertz, 1973), which is accomplished through “the process of compiling layers of data” to “re-create and re-present” (Cherisi-Strater & Sunstein, 2011) the experience of being in the field. To create a “thick” case description, which is inherently complex and multifaceted, a researcher must triangulate data (Merriam, 2009) by using multiple data sources to confirm emerging theories. This process of triangulation helps establish internal validity (Creswell, 2005) in a case study.

In an effort to create internal validity in this study, I collect data from multiple sources for each participant group, including observation, interviews, and written artifacts. In total, I gather over 150 pages of hand-written and typed observation notes. I conduct eight interviews, one each with Shannon and the focal students, and two with Keith, which total 158 pages of transcripts. I collect written reflections from three of the focal students, Mary, Georgina, and Lily, which total six pages. Mike and Jane agree to share their written work but do not bring copies to the interview and follow up requests for copies are unsuccessful. Additionally, I collect over 125 pages of curricular material, including the syllabus, presentation materials, and assignments sheets, as well as about a dozen pages of flyers and activities from the WAP.

Observations

In this study, I act as a participant observer, defined by Check and Schutt (2012) as "a researcher who gathers data through participating and observing in a setting where he or she develops a sustained relationship with people while they go about their normal activities". In order to blend

in and become a "natural" (Bogdan & Biklen, 1997) fixture in the classroom, I attend each class, participate in the WAP training with the students, read the assigned readings, join students in freewriting exercises, and when appropriate, engage in class discussions. I am hesitant about joining class discussions because I don't want to take focus away from the students, and I generally only speak in class when Keith or one of the students asks for my opinion. Over the course of the semester, as students become more comfortable with my presence, this happens more frequently.

During classroom observations, I sit in the corner or at the back of the room near the door and take notes on my laptop. I do not make audio or video recordings of the classes, and as a result, I do not capture classroom discussions verbatim. I occasionally write down short phrases or sentences, but typically, I record generalities about what the class is discussing or doing. I decide not to make audio or video recordings of class discussions for two reasons. First, I am afraid that fewer students will consent to being part of the study. Second, and more importantly, given the sensitive nature of the course, I feel uncomfortable recording classroom discussions. I am particularly worried about recording discussions about sexual assault and sexual assault prevention because I feel that students might be less inclined to speak openly about their opinions or experiences if they know they are being recorded. Taking notes seems less invasive. Later, when I am writing analysis of my classroom observations, I sometimes wish I had set up a video camera or audio recorder because I feel my descriptions of classroom interactions are noticeably lacking in student voices. My analysis of in-class discussions is based on my observations notes, which contain very few direct quotes from either the students or Keith. I am able to triangulate my classroom observation notes with interviews and artifacts, but there are no direct quotes in my other data sources.

After experimenting with the format of my observation notes, I settle on entering my notes in a spreadsheet (See Appendix C). I start a new spreadsheet each day, and each spreadsheet is broken into rows representing five-minute segments. In a column next to the five-minute period, I describe the general activities. In an additional column to the right of the general activities, I enter minimal notes about the activities, mostly consisting of interesting quotes or references that I don't understand and want to look up later.

On formal speech days, I take notes by hand. I only take notes by hand when my computer dies, which happens once, or when students give formal presentations. I write notes by hand when students are presenting because I generally follow instructions as though I am a student, and during presentations, students are expected to give their full attention to the presenter. Additionally, because the room is so crowded, I know my screen will distract nearby students from the presentation, as anyone sitting beside or behind me can easily read my screen. I do not anticipate the fact that students can see my computer before the class begins, but it ends up affecting how I take notes during class observations.

Before the study, when thinking about how I will record field notes, I think a lot about how I will format my notes, whether I should come up with short hand, how I will identify themes and patterns as they unfold, and so on. I never consider how the physical location will affect my field notes, but the first time I open up my laptop, I notice that students can see my screen. I also notice that everyone tries very hard *not* to look at my laptop, which is nearly impossible because my screen is bright and we sit elbow-to-elbow. My computer is either right in front of them (if they are sitting behind me) or just off to the side (if they are sitting next to me). In an attempt to give me some privacy, everyone instinctively leans away from me and avoids looking at me. It is a bit humorous because I seem to occupy a bubble of negative space –

we all put a great deal of effort into pretending that I am not there – but mostly it is uncomfortable and makes me feel as though I have something to hide. After a few days, when an opportunity to talk about my notes presents itself, I am ecstatic. I first share my notes on a day when students are working in small groups. I notices that the group sitting near me has lost track of what they are supposed to be doing and the instructor is busy with something else, so I offer to show them my field notes, which include a running tally of what we had done during class so far, including instructions for the group work. I am so relieved to share my notes that I start leaving my laptop open during breaks or whenever I leave the room so that anyone can see them. A few weeks later, we discuss note-taking strategies in class, and when the instructor asks students to use a table similar to my daily field notes, I offer them up as an example. If anyone was worried about what I am writing, I hope those worries subsided once they had a chance to see how excruciatingly dull my notes are.

The fact that students can read my field notes as I was recording them is a bit unnerving at first, but it becomes an unexpected benefit of the setting. Going into the study, I intended to take double-entry field notes (Chiseri-Strater & Sunstein 2011) but I don't feel comfortable including my personal reactions when everybody can see them. Knowing that other people can read my notes forces me be objective to an extent that I am certain I would not have otherwise accomplished or maintained. I become much better at recognizing value statements or biases, and started hunt for even the tiniest indications that I am placing judgment on people or activities. For example, in the first week of notes I write, "we don't get into circle until halfway through class", but by the second week, that becomes "4:25 – instructor asks students to arrange chairs in a circle". Because I record only a list of what happens, I capture more detail about the daily activities than I would have had I been trying to record my thoughts at the same time.

However, only being able to record the objective has a substantial downside in that I am rarely able to record my thoughts or feelings as they are happening. I rely on adding notes after the class ends, and sometimes am not able to do so until several hours had passed.

Interviews

I conduct one-on-one, semi-structured interviews (Merriam, 2009) consisting of one or two closed questions and several open questions. I use closed questions (Chiseri-Strater & Sunstein, 2006), questions for which there is "a single specific answer", only when I need to establish facts or when I need an interviewee to clarify something. For example, I ask Keith how long he has been teaching, I ask Shannon for her job description, and I ask each of the students if they have ever participated in service-learning or bystander intervention before the course. I choose to use mostly open questions (Chiseri-Strater & Sunstein, 2006) because I want participants to describe their experiences in detail and I feel that open questions will provide a better opportunity for interviewees to discuss experiences in their own words.

I interview the instructor during and after the semester in order to get a better sense of how the project was constructed and how the project fits into the overarching course structure. I have several conversations with Keith about the project and the course before the semester begins but do not record them because I want talk to Keith privately about my presence in the classroom and any concerns he might have about the study. These conversations help me understand basic facts about the structure of the course and the service-learning project.

I conduct the first recorded interview during the third week of October, shortly before the mid-point of the semester. I ask questions about his thoughts on the project at this point in the semester. I also ask him to describe the project and his role at the university. For example, among other things, I ask the following questions during this interview. Can you describe the

service-learning project that you use in your class? How has the project, if at all, changed from that first semester through now? What, ideally, would you hope that students get out of this experience?

I conduct the final interview after the semester is complete. This interview includes questions about classroom behaviors as well as course and project outcomes. Some of the questions from the final interview are: You explained that the service project was driven by the auto-ethnography and the cultural artifact papers, what do you want students to get out of those writing assignments? Why is freewriting important to you, where does that come from? Why do you have students work in groups on major projects?

In Keith's interviews, I usually don't have to ask direct questions at all; whatever information I am seeking comes out organically during conversation. In our final interview, for example, I never have to ask him how he feels about the project's outcome because he frames his responses in terms of those outcomes, perhaps because the class just ended and he is still in the process of reading student papers, or perhaps because he knows that's what I want to talk about. In either case, my interviews with Keith go smoothly and I rarely need to refer to my list of question prompts.

I record an interview with Shannon after the semester ends. We meet before the semester starts and I observe her trainings in two sections of the course, so we have been in contact for several months by the time I ask her to sit for a formal recorded interview. I decide not to record my first conversation with Shannon for similar reasons that I don't record my first conversations about the study with Keith: I want to discuss the project in private to make sure that I conduct my research in a way that makes her comfortable. Of all the interviews, Shannon's is the most fact-based. In my interviews with students and with Keith, I spend more time talking about their

experiences with the project, but Shannon has the most institutional knowledge about the culture of bystander intervention on campus and I want to get a sense of how she and her center are involved in bystander intervention outside of the course. Many of the questions I ask at the beginning of the interview are not specific to the course. For example, among many others, I ask questions such as these: What is your role at the center? How do you and the center define cultural humility? Your position is a new position that didn't exist before May 2013. Do you know why they decided in May 2013 to create that position? Since spring of 2014, has your demand for violence prevention training such as bystander intervention has increased? How have you worked to fulfill increased demands?

During the second half of the interview, I ask Shannon about the course, including questions such as: Did you develop the presentation that I observed in the beginning of the semester specifically for Keith's class or do you give the same presentation in other courses? How has the project evolved since you started working with Keith in 2013? My interview with Shannon is similar to my interviews with Keith in that I often don't have to ask Shannon direct questions or ask her to elaborate in order to uncover whatever information I am seeking. Like Keith, Shannon is skilled at picking up on why I ask particular questions.

I feel more comfortable interviewing Shannon and Keith because they are my colleagues. When interviewing students, I rely more on written questions than I do in interviews with Keith or Shannon. Interviews with students are still fairly open-ended, but I make sure to ask each student the same four questions. Can you walk me through the bystander intervention training that you conducted for your peers? How did you decide what information and activities to use in the training? How do you think the training went? For you, what were the high points and low points of the service-learning project?

I also prepare a bystander intervention scenario for the student interviews. The scenario goes as follows:

> You are walking through campus by yourself at night and you see a girl who is very intoxicated with a guy who looks to be taking her home. Something about the situation sends up a red flag: she is incoherent or seems distressed, he is being very touchy-feely with her, whatever it is, it doesn't seem right. What do you do?

The scenario is intended to gauge whether students learned specific bystander intervention skills that are presented to them through WAP's training and the required supplemental reading on bystander intervention. I want to see if they feel confident enough to intervene if they witness a potentially harmful situation that doesn't directly involve them. I construct this scenario based on class discussions in which students, particularly female students, discuss situations in which they feel compelled to intervene. I never need to use the scenario because each of the students indicates that they either know how to intervene or that they have intervened. These stories will be explored in detail in Chapter 7.

I wait to conduct formal interviews with Shannon and the students until after the project is complete because I plan my interview schedule based on project's original due date. Since the initial purpose of the study is to compare participants' perspectives on the outcomes of the project, I intend to interview everyone upon the project's completion and then observe how the project effects the course from that point forward, asking interviewees to sit for an additional interviews at the end of the semester. However, because the due date is postponed until the end of the semester, I only conduct one interview with Shannon and the students; by the time students complete the project, the semester is over.

After each interview, I transcribe the interview by hand. I decide to transcribe each interview by hand, typing the conversation on my laptop instead of using a transcription program, because I suspect that the process of going through each interview several more times will help me recover any important information that I miss while I am conducting the interview. I feel like this was the right choice, although it does keep me from transcribing one interview in a timely manner. I put off transcribing one interview for several weeks because it includes disclosure of a sexual assault, and I need time to process the disclosure before revisiting the conversation.

Artifacts

I collect written artifacts associated with each participant group. The artifacts provide an additional data source that I use to triangulate with interviews and observations. I collect written assignments, readings, a syllabus, and classroom presentation material from Keith. The readings from Keith's class include a bystander intervention handbook, *Response Ability, A Complete Guide to Bystander Intervention*, by Alan Berkowitz (2009). I collect three of the focal student's free-writing reflections about the project, which are completed after they conduct their bystander intervention trainings. Two of the focal students also provide me with copies of the feedback sheets that they received from their bystander intervention training participants. Additionally, I collect pamphlets and information sheets that the WAP hand out during the bystander initial bystander intervention training that they conduct for Keith's students in the beginning of the semester.

Data analysis

In qualitative research, data is collected and analyzed simultaneously and recursively, allowing the researcher to recognize and track insights, themes, and patterns as they emerge (Bogdan &

Biklen, 2011; Merriam, 2009; Yin, 2011). As such, I begin data analysis after my first week of course observations. Knowing that an observation journal is an insufficient record of the semester, I add notes to my observation journals after leaving the classroom each day and use those notes as a basis for analytical in-process memos (Emerson, Fretz, & Shaw, 2011). In the beginning of the semester, I make a schedule to write analytical memos once a week, but as the semester progresses I wrote memos whenever something particularly interesting, troublesome, or unexpected occurs, which is usually after each class, or twice a week.

I also use freewriting when a new pattern or theme begins to take form, but I don't quite understand how, if at all, it is relevant to the study. I sit down for structured freewriting at least five times throughout the semester, but most "freewriting" happens when I am away from a computer or my notebook and have an idea that I don't want to forget. In these situations I use whatever I can find to write on and write, without stopping, until I run out of either time or coherent thoughts. Over the course of the study I collect notes on random paper scraps, napkins, and a variety of digital applications on my smartphone or computer, including a digital audio recorder on my smartphone. Analyzing these notes proves particularly helpful when I first start recognizing that the service-learning project is not going as planned.

Two additional sources of analysis during data collection are a list of insider terms (Chiseri-Strater & Sunstein, 2006) and a list of activities, assignments, lesson plans, writing prompts, resources, quotes, classroom management techniques and other teaching-related ideas from Keith's class that I record because I might want to use in my own courses. I never intended to use either of these sources in data analysis, but they turn out to be compelling records of what we are doing and saying throughout the semester. I start the list of insider terms (See Appendix B) after the in-class WAP training to keep track of words, phrases, and definitions that seem new

to students. After a few weeks I recognize that the language on the list is being repeated in the classroom and am able to cross reference the list with interview transcripts to track how specialized language is being disseminated among the participants over time. I record notes detailing classroom activities in a pocket-sized notebook that I always keep with me for jotting down teaching ideas. I fill nearly an entire notebook describing aspects of the class that I like, and when combined with my formal observation journal, these notes help create a more comprehensive record of my personal preferences and biases regarding first-year composition pedagogy.

Transcribing and standardizing data

Upon completing data collection I notice that I have information scattered across a variety of notebooks, digital devices, loose sheets of paper, and the occasional receipt or napkin. I knew I needed to organize my data in a way that will make it easier to search, and decide that putting my data in chronological order is a good starting point. This proves to be more difficult than anticipated once I discover that for about three weeks in late October and early November I dated most of my notes incorrectly, a mistake I don't notice until I am unable to put my data in order. To figure out where the mislabeled notes belong in my timeline, I make a semester-long calendar marking out each class day's content and activities (See Appendix A). I color code each note by type - green for class observations typed into a spreadsheet, orange for handwritten class observations, red for typed freewrites, purple for notes or class observations typed into a text document - and add a check to the calendar day that corresponds with the data type's color. Between cross checking the content and the type of note, I am able to place every piece of data in chronological order. However, this process unearths a different problem: even when it is in the correct order, it is a difficult to systematically search through my data because it is not

standardized. Pencil on a brown, coffee-soaked napkin, for example, is much harder to read than a word document. At this point in my analysis I am also in the process of moving out of state and I am perpetually worried about losing data, especially since some of it could easily be mistaken for garbage. I needed a system that would make my data easy to transport and read, so I decide to transcribe my analogue records into digital text files or spreadsheets.

Even though I have access to software that could make the process quicker, I choose to transcribe these notes by hand. I know that it will force me to re-read them at a slower pace than if I just scan them and run them through a transcription program. This process is slow and painful, but effective, so I decide to transcribe my interviews similarly. Rather than using a voice-recognition program, I listen to my interviews at half-speed and type the dialogue into a word document. Ultimately, I end up with over four hundred pages of transcripts, class observations, freewrites, memos, and various other notes. While the process of gathering and transcribing these documents is time-consuming, I feel that it is worth it, as my data is familiar, portable, standardized, and easy to search.

Open coding

After transcribing my data by hand I decide to code by hand as well, rather than using a qualitative coding program such as ATLAS t.i. or NVivo. I print my documents and write notes in pencil along the margins of each page. I go through the documents twice, amending my notes to create consistency. For example, I mark the margin whenever a participant discusses their background with service-learning. In my first round of notes these marks are incongruous. I use four different terms to indicate that participants have no prior experience with service-learning: "service-learning background: none", "participant has no prior SL experience", "new to SL", and "No SL". I later revise all these notes to read "service-learning background: none", because it is

the most descriptive note and is easily differentiated from similar notes about participants' prior experiences with bystander intervention, freewriting, and other topics that appear regularly in the data.

This process results in some five hundred notes, many of which are redundant. I enter them into spreadsheets sorted by data type: class observations, transcripts, memos, etc. and use them to create "open" codes (Merriam, 2009) by grouping similar items together in broad but discrete categories (Emerson, Fretz, & Shaw, 2011). The open codes help me identify significant processes, relationships, experiences, and participant perspectives (Bogdan & Biklen, 1997). When I complete open coding I have more than forty open codes, most of which come from interviews and class observations.

Axial coding

After completing open coding, I start the process of "axial" coding by grouping open codes into more focused categories (Merriam, 2009). For example, I initially categorized significant interactions between the instructor and students as "instructor/student relationship: positive" and "instructor/student relationship: negative", which I combine during axial coding into a single code "instructor/student relationship".

During open coding, I write daily memos to keep track of emerging patterns (Yin, 2011) and use those memos while developing axial codes to ensure that I don't lose track of potentially important insights.

Axial codes are distinctly different according to data type. Classroom observations yield in categories related to broader concepts, such as classroom management, student interactions, and course structure, while interviews yield categories more directly related to the service-learning project. The artifacts are aligned with specific participant groups and tend to result in

categories that match their sources' role in the study. The artifacts from WAP, for example, are from the bystander intervention trainings and therefore connect almost exclusively to the service project, while the curricular materials correspond with whatever content is being covered at the time, which sometimes relates directly to the service project, but more often does not.

These differences were useful in identifying major themes. There are only a handful of categories that span across all data sources and can be adequately triangulated or checked for internal validity (Merriam, 2009).

A note on coding and subsequent "project paralysis"

In Dr. Robert K. Yin's comprehensive guide on qualitative research, *Qualitative Research from Start to Finish* (2011), he describes coding as a method of "disassembling" and "reassembling" data, enabling rigorous, systematic analysis that can reveal new insights, and confirm or challenge existing theories. The purpose of coding, according to Yin, is to "begin moving methodically" to higher conceptual levels of interpretation. Open coding is a means of disassembling and categorizing mountains of data so it can be sorted, compared, contrasted, and analyzed. Once data has been disassembled and thoroughly examined, it is reassembled through axial coding, resulting in a handful of rich conceptual themes.

Initially, I was attracted to Yin's description of coding because during the coding process I feel as though I am ripping my data apart and trying to piece it back together. I find dissembling to be relatively straightforward; it is a welcome reprieve after the tedium of transcribing. Reassembling is far more difficult. Deciding on the best way to present my interpretations seems impossible because I always feel like there is a better option lurking around the corner. I grow more and more certain that this option will reveal itself once I reassemble the data correctly, because I am certain that there is one way to organize the data that is superior to

all others. For four weeks, I create hierarchies and I agonize over whether to arrange my research questions inductively or deductively. I draw concept maps. I ask people I barely know for advice. I "play" with the data until it starts to lose meaning. I finally stop chasing the idea of a perfect interpretation after I realize I am replicating analyses without finding anything new.

"Project paralysis" (Chiseri-Strater & Sunstein, 2011) is a well-known phenomenon in qualitative research. The prospect of finding useful information in one unique classroom experience is daunting, especially when faced with the collective wisdom of the many educational researchers who have come before me. I am able to move beyond project paralysis only after making peace with the fact that the qualitative research is not defined by perfection. While I am able to move beyond my project paralysis eventually, I waste nearly a month working towards the impossible and accomplish almost nothing. Those four weeks have an upside; after looking at my data for hours upon hours every day for four weeks, I know my data so well that towards the end of the study, I am still able to find whatever I am looking for quickly and painlessly.

Researcher Discomfort

While designing this study, I am concerned about my positionality as a researcher and how my experiences, biases, and values will affect my objectivity. I recognize that I have biases about major concepts that are at the heart of this study; I am in favor of service-learning, first-year composition, and bystander intervention. While I am highly critical of service-learning, I generally advocate service-learning pedagogy and student-centered teaching practices. I am an experienced first-year composition instructor; I plan to continue teaching first-year composition for the foreseeable future and am protective of the discipline, its teachers, and its students. Additionally, while I have never personally experienced sexual assault, I have friends and family

members who have, and I am openly in favor of most sexual assault prevention programs, including bystander intervention.

Before starting data collection, I realize I need to actively recognize and address my biases and make a plan to go over notes every few days to look for indications of bias that might escape my attention in the moment. During the study, I realize that some of the discomfort I feel while observing class is due to the nature of being a participant observer. I feel like an interloper at times and I worry that my presence in the classroom makes some conversations more difficult. This feeling is not unusual. Participant observation is difficult because it requires the researcher to engage with participants while simultaneously recording and analyzing them (Emerson, Fretz, & Shaw, 2011). I find that even though participants in this study know what I am trying to accomplish and have access to most of my notes, I occasionally feel like I am being disingenuous when interacting with them because ultimately, these interactions help me complete my study and earn my degree; I am getting something out of each interaction that participants are not. I am especially concerned about this during interviews with focal students. I always enjoy talking with these students, but during interviews I feel bad that the conversations have a specific purpose. The interviews are data, and although I know they understand this, it feels strange to me. The focal students talk to me voluntarily. I try to make the exchange reciprocal by offering to serve as an on-call writing center consultant or by providing other assistance during my last semester at Plains University, but it still seems like I am getting more from the interviews than they are. After the class ends, I am a little relieved. However, once I start interpreting and analyzing data and I realize that I have criticisms about the class and the project, my discomfort grows increasingly worse. I want to approach my data objectively, but I find it difficult because I have strong feelings about the study's content and my participants. As

my analysis progresses, my relationship with Keith becomes the most acute source of discomfort related to my position as a researcher.

As mentioned previously, I was Keith's student, I worked alongside him to co-teach a course, and I sought him out as a mentor nearly five years ago when I learned that he teaches the kind of course I wanted to study and replicate. However, Keith is not just a mentor or a co-teacher, we have also become friends over our time working together, which is why I sometimes find it difficult to write this study.

Although I try to be objective, it is impossible to wholly distance myself from opinions about Keith's teaching and character that I developed before this study took place. I also find it impossible not to feel a pang of guilt whenever I am critical of his teaching or character. I know this guilt is misplaced. He would be horrified if I was dishonest and more importantly, I think he is more self-aware than the average individual. Nothing I have to say will surprise him. In fact, I am hard pressed to think of a critical observation in this study that he hasn't already acknowledged himself, often while making jokes at his own expense. However, I can't help but feel like I am doing something wrong when I discuss these same concepts because I don't like criticizing someone who has been nothing but supportive and kind to me.

I think some of my discomfort is a result of my own insecurities. I can't imagine having someone, much less a friend, observe my class, interview my students, and analyze my every move. I would find it terrifying. Keith, on the other hand, was excited by the opportunity to have an in-depth analysis of his course and he asks to read drafts whenever he finds out I have finished a chapter or a section. I understand that my hesitancy to criticize him, his class, or his project is the result of my own insecurities, but it doesn't make it any less uncomfortable.

My preexisting relationship with Keith may be a limitation of this study, but I believe it is also one of the study's strengths. I have more access to his thought process than I would if I were working with someone I didn't know well. I am familiar with the values, biases, and beliefs that inform his teaching and he understands the purpose of my study. He introduces me to Shannon, gives me advice on how to interact with students, and answers my questions openly and honestly. I also think it is clear to other participants that he believes the study is worthwhile and that he has faith in my abilities as a researcher. I think that his comfort with my presence in his class helps his students be more comfortable around me, especially during the first weeks of class when I am still trying to articulate what I want to accomplish. In my opinion, the relationships that I develop with the focal students throughout the study wouldn't be possible if Keith wasn't so comfortable, for example, with leaving the room when I explain my IRB, ask for consent to conduct the study, ask for volunteers, or describe the study to the class. He helps clarify my role as a researcher by making it clear that while we are friends outside of the classroom, whenever I am in his class, I am first and foremost a researcher.

CHAPTER FOUR: SETTING AND CHARACTERS

In this chapter, I aim to introduce the participants in the study and describe the study's setting. I describe the setting because I want to create an image of the physical space, the classroom and the building, which I share with Keith and the students. The physical space is interesting to me because it is not a particularly pleasant space and makes some aspects of the course more difficult than they might be in a more comfortable space, such as group work or small group discussions. I follow the description of the setting with brief descriptions of the participants, or the "characters" in this study. I will go into more detail about the characters in the chapters that follow, but this introduction will help establish who the participants are and how I interact with each of them. Finally, I conclude with an overview of the course, including observations about Keith's teaching style and the major assignments on which the course and the study are based.

Setting

Most rhetoric students attend class in Brooks Hall, which is home to the Rhetoric departments, two other small departments, and about a dozen offices and classrooms on each floor. It is a squat brick square of a building nestled on the edge of campus between a parking lot, a four-lane road, train tracks, and wide, muddy river. Brooks Hall is widely regarded as one of the University's ugliest structures.

During my time at Plains University, I have heard a variety of rumors about the building's construction, all of which, it seems, are an attempt to justify its presence on an otherwise normal looking college campus. The most persistent rumor is that the building was designed to be "riot proof", however, it has never been clear how, exactly, the building is supposed to be riot proof. The general idea seems to be that the dark, narrow stairs and hallways

prevent people from gathering in large groups, somehow preventing them from rioting, or perhaps just making it very inconvenient.

Recently, a fellow graduate student informed me that the riot-proof rumors are inaccurate. He thinks that the building is a product of the Brutalist Architecture movement, and was designed to look industrial and bleak. Along these same lines I have also heard that the architect was a closeted Stalinist. My favorite explanation, because it seems the most likely, is that it was originally supposed to be a parking garage, and was never intended for human occupation. I was so curious about the building that I looked up its history in the University's archives. I discovered very little, and have never been able to find concrete proof that any of the rumors about the building are true.

Whatever the reason for its stark, plain exterior and gloomy, cramped interior, the building hosts hundreds of Rhetoric courses each semester. At any given time during the school week, hundreds of first-year students and a small army of "contingent" Rhetoric instructors occupy the lower floors. In between classes, the hallways and stairwells become jammed with bodies and it's easy to see why the "riot proof" theory persists. But the constant traffic doesn't mean the building is a hub for student engagement. Unless attending class or visiting the writing center, students outside of the departments housed in the building have no reason to be there. For Rhetoric students, the building is strictly utilitarian. There's no place to study or hang out, or even sit down, save for a few wood benches scattered along the hallways.

The classrooms aren't much better than the rest of the interior. The class I observe is in the building's basement, and while none of the classrooms in the Brooks Hall are inviting, the basement classrooms are particularly uncomfortable. The rooms are cramped and hot. Students sit on small, hard chairs with impractically small hinged desktops that are barely large enough

for a laptop or notebook, which makes using the desks difficult. Many students flip the desk over so it hangs by the side of the chair and balance their laptops or notebooks on their lap. Individuals who are larger than average, in any capacity, barely fit in the chairs at all. Taller students don't have enough room to cross their legs under the desk and very tall students have to sit with their legs sticking straight out or cocked to the side if there isn't enough room for them to fully extend. Students who take up more space horizontally hang partway off whichever side of the chair isn't attached to the half-desk. The chairs are mobile, so the seating can be rearranged. However, the rooms are so small that a Rhetoric class at full capacity - 20 students - can only form an oval if everyone sits shoulder-to-shoulder. No matter how you arrange the desk/chairs, sitting in them for nearly two hours is unpleasant and I am not the only one who finds them uncomfortable.

Both teachers and students loathe these classrooms. In 2009, an undergraduate student hated them so much he felt compelled to write an article for the University newspaper describing exactly why everyone hates them. He explains that in these rooms, he feels both physically and psychologically trapped: his small chair and the crowded room prohibit movement, his teacher locks the door at the beginning of class, and the windows, which don't open, "are like those in a prison cell: thin and sealed shut — a barricade to the outside world." He concludes, "Philosophical reflection and teaching demands that a student stretches her or his mind, but there is no room to do so when it's difficult just to bend over to retrieve a notebook and pen from your bag" (Clark, 2009).

I hadn't read this article when I started teaching rhetoric in the basement a year after it was published, but I remember feeling a similar sense of unease. It was hard to be standing anywhere in the class without hovering over someone and sitting wasn't a great alternative. At

6'1", I fall into the category of people who can't comfortably sit down and I felt awkward perched on a tiny chair with my knees against the desk. After a few days, I got used to moving around, but the windows always bothered me.

The windows bothered because I my first teaching experience was at Virginia Tech. I started teaching shortly after the campus was host to the deadliest school shooting in the nation's history and in the first discussions about classroom space I ever had, violence was a dominant topic. For two years, my peers and I regularly discussed strategies for barricading ourselves in our classrooms or getting students out of our classrooms, depending on the situation. By the time I got to the Plains University, my teaching ritual included visiting new classrooms before classes started so I could plan an escape route or figure out how to barricade the door. Upon discovering that the windows were either soldered or painted shut, I panicked a little, and that panic never entirely subsided. On the first day of class, in response to Keith's first writing freewriting prompt, "What's on your mind?" I wrote, "I always feel like I am in a shooting range down here. Like the last thing I will ever see is a gunman at the window".

I also wondered, as the student who wrote the article about Brooks hall does, if the sealed windows were in violation of fire codes. At some point between teaching and observing the windows were unsealed, and they now open a few inches. The state of the windows, in addition to the room's other problems, has always given me the sense that the building is, as the student author puts it, "Neglected, forgotten in the economical scheme of the university". It seems fitting that the Rhetoric department, the hub of the university's first-year writing courses, is located here, in a place that is easy to avoid or ignore.

The instructor: Keith

Like the rest of the Rhetoric Department, Brooks Hall is Keith's home base. If he's in the building he's easy to find, just look for the office with the most students around it.

I met Keith a few months after I began attending Plains University, and over the past five years he has been one of my mentors and, at times, my instructor and my co-teacher. When I think of how to describe him, the word "jovial" pops into mind. He is friendly and more outgoing than most people. He laughs easily, loudly, and often. He is approachable. If you wandered into a room full of strangers and Keith was among them, I would be willing to bet that by the time you left, if you had met only one person, that person would be Keith.

However, I think "jovial" more accurately describes how he appears to people who don't know him very well. In a room full of strangers, the word might seem accurate. But a few minutes of conversation would reveal that he is also sarcastic, maybe even a little cynical. He sense of humor is dry and often a bit dark. He is friendly, honest, outgoing, and sensitive to those around him, which means he won't hesitate to point out when he thinks someone is being inappropriate or offensive. Keith is easygoing - to a point.

I think its safe to say that he stands out, especially in the Rhetoric Department. Keith always maintains a big presence; he's a former football player and still looks the part, and he has several brightly colored tattoos on his forearms that are almost always visible, recent additions that seem unusual on an academic well into his sixties. However, I think Keith stands out mostly because even when he isn't talking, it seems like he is. Whether speaking, listening, or thinking, he is exceptionally expressive, engaged in perpetual conversation with his surroundings. If he agrees with something, he nods enthusiastically. If he is skeptical, he knits his eyebrows together, cocks his head to one side and listens intently to whoever is speaking, often before

sighing or shaking his head. Unless he's making a concerted effort to conceal his reactions, I find Keith to be an open book.

I suspect that this is one of the reasons people seem to enjoy talking to him. He is easy to read, and therefore easy to talk to, which is fortunate, because Keith loves to talk. On his way to and from class he is usually surrounded by a small swarm of students or colleagues. His office hours are always packed. If you walk through campus with Keith don't expect to get more than a few feet before someone says "hello" or stops him for a quick chat. Wherever he goes there seems to be someone nearby who wants to talk to him. It's this aspect of his personality, that so many different people feel comfortable around him, that I think makes him unique. It also makes his class possible, because the content he covers is difficult to talk about. It takes someone who can easily manage a conversation to openly and honestly discuss topics like sexual assault and cultural humility.

The WAP representative: Shannon

Shannon and Keith have collaborated on the service-learning project since fall 2013 and Shannon is the WAP representative that Keith has the most consistent contact with regarding his service-learning project. Before the semester begins, I meet with Keith, Shannon, and another representative from WAP to get permission to conduct the study. Shannon is instrumental in helping me prepare to conduct the study. She makes suggestions about interview questions and taking observation notes, but most importantly, she points out that I needed to prepare a protocol for addressing sexual assault disclosure. As an instructor, I was a mandatory reporter and understood what I needed to do if a student disclosed any number of situations indicating that someone had been harmed or was at risk, but I hadn't thought about disclosure and my role as a classroom researcher. At Shannon's suggestion and with her help, I set up a protocol for

disclosure, which consists of redirecting students to appropriate resources. She knows I will only interview four or five students, but she is convinced that a sexual assault disclosure is inevitable and that I need to be prepared. I am grateful for this input because, unfortunately, she is correct; the second student I interview discloses a sexual assault that had occurred on campus earlier that semester. I was completely unaware of the assault before the interview and when it comes up, I am glad I know what to say.

To me, this is emblematic of Shannon in general. She is experienced, professional, knowledgeable, straightforward, and puts student safety above all else. She looks young, I would guess she's in her late twenties or early thirties, but she is self-possessed in a way that I usually associate with someone much, much older. She speaks quickly and in concrete facts. In the interview, her responses sound rehearsed, not because she is being insincere but because everything she says is specific and informative. When I ask her to describe her position, her response is nearly 450 words long. Her description is concise, she never repeats herself; it just takes her that long to list the various responsibilities she has at the University. Afterwards she thinks for a few seconds and adds, "I'm sure I'm missing something."

In addition to her responsibilities at Plains University, Shannon lists a few examples of the type of work she does in Stephensville and around the state. She mentions an upcoming off-campus project: "we have a county wide officer training that we're doing with all the officers in [Phillips] county on, you know, kinda LGBTQ 101 stuff." When I try to imagine what it would be like to conduct an "LGTBQ 101" training for every officer in the county, I realize that Shannon is the exact kind of person I would want in charge. She is unflappable and thoroughly, comprehensively versed in her area of expertise.

The focal students: Mike, Mary, Jane, Georgina, and Lily

All the students in the course I observe are smart and engaged, perhaps because it is an honors section or perhaps I just happened upon a particularly smart group. Regardless, they are the type of students that I, or any other teacher I know, would be overjoyed to have in our classes.

Although I generally avoided referencing specific students in my observation notes, each of the focal students make an appearance in those notes at least twice. For one reason or another, Mike, Mary, Georgina, Jane, and Lily stand out, and I hope throughout the semester that they will agree to sit for an interview.

Mike

Mike is one of the first students I make a separate notation about in my observation notes. I notice him during the WAP training because in my opinion, he is responding differently. From what I can see, all the students, including Mike, are happy to go along with the training as directed. They respond when Shannon and her co-presenter specifically ask them to respond, and occasionally they make inquiries or comments. Mike stands out because he *always* has questions. He is careful not to take up too much time. He didn't raise his hand first, but once it is quiet for a few seconds, he launches into complex, multi-part questions. I take fewer notes that day because I am participating in the activities, but in the handful of observations I write down, I note that Mike takes a more "philosophical" approach than other students, and that it seems to throw Shannon and her co-presenter off. I suspect that Shannon, Keith, and the other presenter know how to answer his questions, but that his questions are too complex to address in the few hours we have to complete the training.

I learn that this is a defining aspect of Mike's personality. He is analytical, skeptical, and typically asks many clarifying questions. In this aspect of his character, Mike reminds me of

Keith. When talking to either of them, it's easy to veer off topic because they will pause to deconstruct anything they find interesting or confusing. Case in point, my interviews with Keith and Mike average about seventy minutes compared to the twenty to thirty minutes I spend speaking with the each of the other focal students.

Mike is intense. He is intelligent, well read, and well spoken. His vocabulary alone is impressive (and at times intimidating) and he has the critical thinking skills to back it up. He is also unusually mature for someone his age; every once in awhile I remember that he is a freshman and it surprises me because I feel like I am talking to someone in my cohort.

I am not at all surprised to learn that Mike was on his high school debate team and that he comes from a well-educated family, however, I am a little surprised that he chose to attend Plains University. He is the type of student I imagine at a small, private liberal arts school and I learn that this image is not entirely unfounded. In the interview he explains that Keith's class helped him realize that he wanted to transfer to a local, small, private liberal arts school: "It's a smaller academic community and I think that's the reason I liked Rhetoric." Although he didn't say so explicitly, I think he is implying that he didn't find that in his other classes.

Mary

Mary is the first person who responds to my request for interviews. A few hours after I ask for volunteers she emails me to let me know she wants to participate. I hoped Mary would want to talk to me, but I had no idea if it was a genuine possibility or if I was misreading her. After she responds so rapidly, I can't decide whether she wants to do an interview because she has strong feelings about the project, or if I am misreading that as well. In the interview Mary is honest and direct, but in the classroom I find her to be a bit of a conundrum.

I notice Mary on the first day of class because she is in my seat, or rather, she sits in the desk I always sit in when I have classes in the same room. It makes me wonder if we share some personality quirk that affects our seat preference and I start looking for clues about who she is. I find them, but I am usually wrong.

During the WAP training she is one of two students who identifies as "a race other than white", although she isn't sure about her heritage and doesn't necessarily identify as a person of color. If I hadn't been present for the WAP training, I would have assumed Mary is white and I feel ashamed of myself for my implicit, immediate assumption about her identity.

I start paying close attention to Mary because I become increasingly frustrated with both my inability to figure her out and my growing suspicion that she already has everyone else figured out. Mary is reserved, serious, observant, and like everyone else in the class, extremely intelligent. In my observation notes, I write that she seems "powerful", but I don't elaborate because I can't explain why. Even in my observation notes, Mary is mysterious.

Mary rarely speaks in front of the whole class, even when directly called on, but when she does it is typically to challenge or problematize a claim. In my experience, students who rarely participate in class discussions place their focus elsewhere; they might draw, take notes, or work on their laptops or phones, but Mary is always paying attention to the other people in the room; she sits in the back and silently observes. She is the only student that I think makes Keith visibly nervous. Occasionally, he tries to call on her; sometimes she responds, other times he receives a tiny, nearly imperceptible headshake, indicating that no, she would not like to respond. Unlike other students, she does not seem to view Keith as the class's ultimate authority figure.

While Mary is quiet in class I wouldn't describe her as shy; when she delivers her formal presentations she seems far less nervous than other students and when she speaks in front of the

class she makes clear, decisive statements. In the interview, she explains that she doesn't like talking in front of people, which surprises me a little because I think she is rather skilled at it, although I can tell that she doesn't exactly relish being front and center. Because she is reserved, mysterious, and consistently make observations that take everyone by surprise, whenever Mary speaks, I pay attention.

Georgina

When I observe Georgina in conversation, or talk with her myself, I get the sense that she is listening, *really* listening, rather than just waiting for her turn to speak. She takes a few seconds to digest questions or comments and often repeats them to confirm she understands before responding. As an instructor, I try, and usually fail, to emulate this quality but Georgina makes it seem effortless. A conversation with Georgina is an even, steady exchange. I find talking to her soothing. She would make an excellent hostage negotiator.

I am especially impressed with Georgina's calm because she has plenty of opportunities to prove herself otherwise. In my opinion, no other student in the class sustains persistent attacks on their personal beliefs like Georgina does, and in response she was always unfailingly polite and kind.

Georgina identifies as Christian early in the semester and often refers to her faith during debates, a stance that doesn't always seem to go over well. My first note about Georgina references both her ability to stay calm under fire and the fact that I think she is under fire more often than other students. In her opinion speech, for example, Georgina explains why she is pro-life and describes being involved in pro-life protests. During the question and answer session after her speech, a few students are openly angry, scoffing, rolling their eyes, or making audible passive-aggressive statements. A few students seem supportive, but the opposition, at least from

my position in the room, is much louder. Throughout, Georgina is patient, answering questions honestly with the same quiet, steady concentration that I would grow to consider a hallmark of her personality. When it's Keith's turn to ask questions, I describe him as more combative than he has been with other students, and write out one questions that strikes me as especially odd: "[Keith] asks kind of an unfair question – By protesting, aren't you increasing the number of abortions and sick kids? – student is taking it very well." This question stands out because it seems unfair. By this point she has been answering questions beyond her allotted time, and it doesn't seem like a question so much as a statement, one that implies she is responsible for increasing the number of sick children and abortions. This too is another aspect of Georgina's personality that I learn to expect. Students generally treat each other with respect, but more than any other student, Georgina seems to attract or be the subject of questions and comments that are tinged with scarcely veiled anger or skepticism. I find myself feeling almost protective of her whenever I feel she is being treated unfairly because I never witness Georgina being unkind or angry towards others. However, I think my protectiveness is misguided because Georgina can clearly handle whatever comes her way.

Unfortunately, Georgina has other opportunities to establish her calm demeanor in the face of negative reactions to something she says. Fortunately, these opportunities diminish over time. By the end of the semester, it seems to me that most students, and certainly Keith, have become very fond of her and are willing to consider what she is saying, even if they disagree.

Jane

Jane chooses her pseudonym as a reference to *Jane Eyre*, which she explains is "probably my favorite book," and is her topic for the last assignment in Keith's class. During our interview, which takes place in a local coffee shop, we share stories about our tattered and beloved copies

of *Jane Eyre*. "I dropped mine in the bathtub," she explains, making a face and fanning her fingers out to show me how the book expanded afterwards "it's like, disgusting," which makes me laugh and suddenly I notice that people are looking at us. I am being too loud.

I am usually anxious around new people and I have learned to spot the Janes of the world because they make social interactions easier for everyone, especially people like me. I sit next to her almost every day, and enjoy her company immensely. She is warm, open, enthusiastic, friendly, and confident. She seems excited more often that not. When transcribing her interview I can't figure out why it is taking so much longer than my other interviews. When I finish, I realize that the interview is about half the time but just as many words as my interviews with Mary, Georgina, and Lily. We converse at breakneck speed, and I have to add in non-verbal cues (nods in agreement, looks perplexed) because we often don't finish sentences. We barrel through our conversation so fast that words can't keep up. I think of her as passionate, confident, and outspoken, the type of person who can get someone like me to open up within moments of meeting her, so I am a little surprised when she explains that she finds the "soul searching" aspect of the course unsettling.

I don't know if Jane is unusually open in Keith's class, or prone to self-doubt, but from what I observe, she never seems unsettled. She often goes head-to-head with Mike, something that most other students seem to actively avoid. She is open to ideas, but if she believes in what she is saying, she won't back down until she finishes making her point, even if that means waiting to continue conversation after class. She is always eager to talk, ready to engage, and quick with a smile. I find her enthusiasm infectious and on the two days she is absent I feel like our corner of the room is a little less joyful.

Lily

I also sit next to Lily nearly every day. At one point I joke to Keith that I like sitting in "the nice corner" of the room because everyone in our corner is friendly and talkative, and Lily is no exception. She is, like Jane, kind, warm, confident, and open. She is a little quieter than Jane, but no less easy to talk to.

I liked Lily from the moment I met her, but over the semester my first impression of her seems almost frivolous. She is just kind or chatty, she is kind and chatty despite the overwhelming number of demands on her time. I quickly grew to respect Lily because if I, or most other people I know, took on as much as she does, we'd be too exhausted for kindness or conversation.

Lily is the type of person who makes me wonder if I should be doing more: studying more or volunteering more, maybe auditing a few classes or chairing a committee. Compared to her, I feel lazy and indulgent. From the first day of class, her calendar is impossibly full, but I don't recall her ever falling behind. In class, her fingers are always moving. She types, takes notes, or uses her phone. She frequently talks about visiting family and keeping in touch with friends and relatives, which never fails to remind me that I ought to call home more often. A few times, she shows me projects for other classes and I wonder how she can do so many things at once without going out of her mind. I decide the most reasonable explanation must be she never sleeps. She is taking more classes than she needs to and most of them are honors or advanced classes. She volunteers for so many clubs and activities that I lose track. She has a dizzying number of friends and family from home that she keeps in touch with including children who, from what I can tell, look up to her and interact with her on almost a daily-basis. She also has a medical condition that frequently results in doctors visits and sometimes hospital visits. One day

I notice that she is wearing a hospital bracelet and when I ask her about it and she casually mentions that she was hospitalized a few hours before but left because she didn't want to miss class.

As a freshman, Lily reminds me of most graduate students I know: overstretched and perpetually stressed. But unlike most graduate students I know, she is always positive and talks about being stressed in a way that makes me empathize with her rather than worry about her. She pokes fun at herself for taking on too many projects and not having much time for a social life outside of school and family, but as far as I can tell she completes every project, makes every meeting, and maintains a position near the top of her class.

In our interview, after the semester is nearly over, Lily discloses that she was sexually assaulted early in the semester and I am shocked because it never occurred to me that something that terrible could have happened to her. At no point did I ever see her slow down. She always seemed like she was taking on the world and winning, even when I knew she was in pain or exhausted. Lily never discloses her sexual assault or speaks about it in class. She mentions it briefly during the interview after I ask if any part of the experience stood out as particularly difficult and she says, "Well, for me myself the sexual assault was kinda hard because I was the first one to actually be assaulted this year." She also mentions it in her freewrite after the training, which means she disclosed the assault to Keith after class was over. Although Lily had some criticism about the project, I think it's worth noting that she was by far the most supportive of the project, a point I will elaborate on later. I can imagine how being assaulted and then having to complete a project on sexual assault could make someone miserable, but not Lily. She views the project positively, which I think is amazing, but not at all surprising because to me, Lily is one of those rare people who always seems to handle life with grace.

The course: Instructor teaching style

In a discussion-based course, like rhetoric, being able to keep conversations flowing is a useful skill and one that seems to come naturally to Keith. He rarely prepares lectures because he trusts his ability to discuss subjects extemporaneously, or, as he puts it, "I've never had crafted responses, no, I've always been quick on my feet". His knack for speaking off the cuff is more than a personality trait; in Keith's class, discussion is a style of classroom management and a defining characteristic of the course structure. Keith expects students to engage in discussions and he tries to give them power over how class discussions take shape. He is happy to drop planned topics if students want to focus on something else because he "would rather have them leading", and he provides opportunities for students to lead. Students choose which aspects of readings they want to discuss. If the schedule becomes too cluttered they vote on which readings should be omitted. They choose their own paper topics and he asks for their input on grading. Near midterms, when a group of students points out that a paper's due date is near a cluster of exams that most of them will take, he calls for a vote to let them decide whether to move it forward by a week. His class is not discussion-based; it is discussion-driven.

He also gives students a lot of autonomy during class. Students work in small groups at least once a week and he lets them meet wherever they would like, as long as they aren't disrupting other classes and return to the room at a set time. I would be worried about letting students wander around campus during class, but he sees it as an opportunity for groups to ask him as many questions as they like, and they typically take him up on it. Groups will stay in the room to talk to him or come back early to ask his opinion about what they are working on.

He attributes his teaching style, in part, to Jane Tompkins' (1990) essay, "The Pedagogy of the Distressed", which everyone reads and discusses during the third week of class. In the

essay, Tompkins observes that instructors seem compelled to prove their intelligence by "performing" their knowledge of course content. Tompkins claims that when planning lectures and assignments, instructors focus on demonstrating the extent of their expertise rather than trying to facilitate student learning. Tompkins refers to this as the "performance model" of education, and it is a model that Keith tries to avoid. In the classroom he is especially self-conscious about his capacity to dominate conversations as well as any impulses he may have to "perform" knowledge. During the discussion about Tompkins' essay he promises the class that he will try to limit these performances as much as possible and encourages his students to call him out if they think he is doing so unnecessarily.

This isn't to say that he never shows off his expertise. He considers his responses to students' questions a kind of lecture, because although the responses are not crafted, he feels he is performing. However, Keith explains that he tries to limit these "lectures" by relying on them only when students ask questions, ensuring that he discusses "stuff that is bothering them, or is a barrier to them writing, rather than just lecturing them about all the things that I think might be".

For some students, this loosely-organized discussion method works well, but for others, it is frustrating. Early in the semester, when Keith responds to a question – as he often does – with a narrative rather than a direct answer, a frustrated student interrupts him to ask if he will be getting to the point any time soon. It wasn't the last time a student expressed annoyance with Keith's circuitous answers, and even students who enjoy the conversational nature of the course seem to understand why it bothers others. Mike, who shares Keith's ability to discuss nearly any topic at length, notes:

> He needs to lecture and have a guideline for what he is going to say or some bullet points, because, give me a couple of hours with him we would

> have lovely chats, but that is uniquely not helpful for rhetoric and it is something which I don't think other students quite connect with as much. So when he talks for thirty minutes I love it, I love that, but I don't think other students did and that was a criticism I heard frequently.

Keith is the first to admit that sometimes he talks too much. During class, if he notices that he is dominating the conversation more than he would like or is veering off topic, he might cut himself off by clapping his hand over his mouth or saying "Okay, [Keith]. Shut up". In an interview, he describes this struggle to keep from commenting too often during student presentations. During the final class, when students are discussing the service-learning project, he recalls, "I'm sitting here going, 'god I hadn't wished I hadn't promised to keep my mouth shut'". He visibly struggles to keep from interjecting at times and often lets the class know when he wants to say something, but has decided he won't, or shouldn't. Between his body language and self-narration, he communicates with his students constantly, telling them what he is feeling or thinking, and he encourages them to do the same. If he notices that someone is making a face or otherwise seems like they have something to say, he addresses it by saying something like "oh, I saw that, I know you want to say something" or less directly, "did you have something you want to add?"

I notice that students occasionally take advantage of Keith by baiting him into conversations that are entertaining, but entirely off topic. For example, during the third week of class Keith mentions that as a graduate student at Plain University, he was a bartender at a well-known pub that is still open in downtown Stephensville. Students love to hear stories about the bar and try to get him to talk about it frequently. During the first writing workshop he starts to talk about the bar but stops after realizing that he is taking up their workshopping time. He tells

them he will finish the story some other time. In the next class, students ask him about it within three minutes, and in my notes I write, "Keith tells story about working at a bar – a story he promised to finish last class. [I] think he is surprised they remember". This story about the bar segues into a story about Brother Jed, an evangelical open-air preacher who visits college campuses and happens to be at Plain University. After about fifteen minutes, Keith forces the conversation to a close so he can start talking about the first slide on the daily powerpoint.

While Keith seems easygoing and flexible, he doesn't let students do whatever they want. His teaching style reminds me of the bell hooks quote, "don't confuse my informality for a lack of seriousness", and if students ever forget that he has high expectations, they will remember once they turn in work for feedback.

Capable of recalling facts and quotes on an impressive variety of topics and repeating them verbatim, Keith plays devil's advocate with maddening efficacy. Day-to-day, he might challenge students to think through a topic by presenting more information or an alternative explanation. On written assignments students have time to look up information and respond to his queries, but during formal speeches, students don't have the luxury of being underprepared.

After every formal speech there is an extended question and answer session. The two Q&A sessions that I witnessed were among a handful of times that he showed little mercy and wouldn't back off if students seemed to be struggling. On one speech day alone, I wrote a variation of "glad it's not me" three times.

Either Keith has an excellent memory, or he prepares ahead of time. I never asked, but I assume it has to be a little of both. During speeches he compiles lists of inaccuracies or poor logic to challenge the student with once they have finished. When students can't answer questions during the Q&A session, Keith will usually turn it over to the class, giving students an

opportunity to respond before answering the questions himself. If the question is fact-based, he usually provides the answer and at least one source. In other words, he not only notes inaccuracies, he corrects them with citations. My speech day observations are filled with notes like "instructor corrects dates of Iran Contra affair"; "instructor asks student to clarify the difference between his definitions of solipsism and narcissism"; "instructor points out logical loophole in the 'equal pay for equal play' argument by asking why 'play' should be measured by time rather than the amount of energy exerted." I find these Q&A sessions interesting to watch, but I am glad I don't have to participate in them.

In my opinion, these Q&A sessions, rather than "lecturing" in response to student questions are Keith's version of Tompkin's "performance model". Tompkins warns against teacher's impulse to prove that they are the smartest person in the room because it often takes up space when students could be learning. However, this performance, while it is showboating to some degree also serves as a warning to students: don't think I won't know if you aren't prepared.

The course: Assignments

Unofficially, I think the theme of the course is cultural humility. Cultural humility is the preferred term at the Plains University for what was previously called "cultural competency". This term doesn't appear in the course description or the syllabus (See Appendix D), but the service-learning project, major assignments, and day-to-day activities are based on guiding students towards greater cultural humility. I initially view the sexual assault component of the bystander intervention training as somewhat separate from cultural humility, but I think Keith and Shannon view sexual assault prevention as one of many steps in moving towards cultural humility. They use the term "rape culture" to describe how educational institutions, including

Plains University, seem to accept, ignore, or even condone sexual assault. Further, when Keith talks about how he built the service-learning project, he talks about the sexual assault prevention component of the project in terms of changing culture:

> Research suggests that the best way to get at [sexual assault prevention] is to change campus culture, and that they best way to change campus culture is to enlist student participation in bystander interventions so that when problematic behaviors are present and observed people step in and stop the situation from getting worse.

Cultural humility then, as far as Keith is concerned, seems to encompass the sexual assault prevention component of the project.

The shift from "cultural competency" to "cultural humility" happened recently, and both Shannon and Keith were apt to say "cultural competence" out of habit before quickly correcting themselves. They both embrace the shift towards using the term "humility" for similar reasons.

Shannon explains that she always found the word "competency" problematic because it suggests that culture can be boiled down to a set of skills or practices that are easy to identify and acquire:

> The word "competency" kind of indicates that you're going to become competent in some culture. Then its like 'check, I'm good. I'm done. I don't have to engage in this lifelong journey' or you know 'I'm competent in a culture which means I can't possibly do anything that is inappropriate or make a misstep' […] you can never be competent in an identity or culture that is not your lived experience.

Keith dislikes the term "cultural competence" because he feels it is inaccurate: "when you do competence training you begin by saying 'by the way, I'm not going to make you competent.' Nobody can. Nobody will."

Keith is open about his intentions to challenge students' perceptions about their own cultures and those they are not familiar with. On many occasions he has described his ideal first assignment, which would consist of placing students, alone and without any forewarning, in a random location a week or so before the beginning of the semester. Preferably, students would be dropped off wherever the culture was most unlike their own. They would then have find their way back to Plains University without assistance from acquaintances. On the first day of class, everyone would write about and discuss their experiences.

This assignment impossible for numerous and I hope, obvious reasons, but interesting in that the purpose of the hypothetical assignment is to help students understand and interact with people whose beliefs and values differ from their own. Even in his wildest dreams, cultural humility is the primary goal of Keith's course.

Keith explains that to accomplish this goal students have to first investigate their own cultural experiences, which begins with helping them recognize that they *have* cultural experiences: "a substantial majority, I think, of the students at [Plains University] or any school like it, do no think that they come from a cultural background. They think that their beliefs are natural, that their understandings are the way the world is. I want to de-familiarize their own culture for them." His four major assignments are the result of years' of figuring out how to best achieve this goal. I will go into these assignments in greater detail in the following chapters, but I will provide a brief overview of the assignments to illustrate how they are designed to challenge students' concepts of culture.

The four major assignments prompt students to consider how their sociocultural background affects their experiences in the world as well as how it influences the way they interact with and perceive others. In preparation for these assignments they discuss, read, and write about privilege, race, class, gender, socioeconomic status, sexual orientation, political affiliation, geographic location, and citizenship, among other topics.

Keith scaffolds the assignments to build on one another. For their first major assignment, they each give an "opinion speech," for which they are asked to analyze and explain their opinion on a controversial topic. The assignment sheet for the opinions speech includes the following prompt: "Your account of why you believe as you do should be cultural, social and biographical as well as intellectual. You should not aim to persuade us to agree with you. Instead, you should aim to make us understand what has caused you to believe as you do."

The next assignment is a cultural artifact analysis paper, in which students are asked to describe and analyze an object of significance to a culture they identified as being a member of. To successfully describe the significance of the object they first had to define and describe the values and beliefs of the culture that would find that particular object significant.

The third assignment is a group speech given in groups of four or five. Each group writes and presents legislative testimony on a social justice issue. A panel of students then asks questions and votes on whether or not to pass the legislation. The final presentations lasts an entire class period (one hour and fifty minutes), so each student prepares a ten-minute statement and responds to five to ten minutes of follow-up questions from both the student panel and the instructor.

The fourth assignment is an auto-ethnography, in which students write about their experiences in a particular subculture and then analyze how those experiences influence their personalities.

The day-to-day classroom activities focus on preparing students for the upcoming major assignment, and often include freewriting, class discussions, and small group discussions. I describe these assignments to illustrate two points. First, the course is cohesive and persistent in the pursuit of cultural humility. It is designed to challenge students' assumptions about cultures both familiar and unfamiliar. Keith asks students to engage in constant self-reflection and on several occasions, this self-reflection is performed in front of an audience and open to feedback. Second, the course topics are intensely personal. Students could easily sidestep potential criticism or discomfort by choosing inoffensive topics. An opinion speech about the belief that child slavery is bad isn't likely to provoke much opposition, however, Keith encourages them to choose topics in which they are deeply, personally invested, and for the most part they do.

Keith feels it is "really important politically to unsettle people's complacency with what they think." When I ask him why, as a Rhetoric teacher, he feels it's his responsibility to make this happen, he explains:

> Rhetoric fundamentally is about crafting messages for an audiences and so understanding that not all audiences are going to respond to the same tone, the same kind of argumentation the same, you know, the same address is really important to somebody who's going to be doing any kind of writing or speaking. People who are arguing proceed out of different modes of belief and that comes from their life experience and so you cannot assume

that people will be persuaded by the same underlying assumptions that you have.

Keith wants students to understand that whatever they experience is not universal in part because it will help them understand audience. Additionally, I think Keith wants to challenge students to examine their own cultural upbringing in preparation for conversations the class will have about cultural differences.

Inviting students to express, analyze, and defend their personal beliefs is risky. Asking them to do so in an environment designed to constantly challenge their identities seems like a recipe for disaster and in the beginning of the semester, I wait for that disaster to strike. There are countless ways the class could go wrong, but it never does. Students give speeches and discuss beliefs about religion, abortion, sexual orientation, immigration, sexual assault, sexism, transgender rights, and racism, among other topics, and at no point is everyone in agreement. They listen to and challenge one another respectfully. There are moments in which students are obviously annoyed, as evidenced by sighing, eye rolls, or poorly veiled sarcasm. It is obvious when students disagree with each other, or, as is the case with Georgina, when the instructor disagrees with students. There are moments when the atmosphere in the classroom is noticeably tense, but for the most part, students take great pains to be civil to one another. They choose their words carefully and often preface disagreements by reminding whomever they are arguing with that their contradiction isn't a personal attack. As the semester progresses, students seem to grow more comfortable with the environment and tense moments between students happen less often.

According to Keith, this level of consideration is not unusual: "my students have been, in my observation, incredibly, incredibly supportive of one another […] I have never yet had a

student critique another student's identity." I believe that the success of the class can be partially attributed to how Keith frames the content. He sets the tone for the class in his syllabus:

> Strong opinions, forcefully conveyed, are welcome in my classroom. So are humor and serious play. The distinction is this: if you intend to further the discussion, to advance your point of view, or to get other people to respond to your ideas, speak up. If you intend to silence or demean others, please keep what you have to say to yourself.
>
> I am not exempt from this rule.

He is intentional and careful in how he presents difficult ideas to the class. I believe it is fairly obvious during these presentations that he genuinely believes the content is important and that he is invested in students' comfort and well being. He doesn't press students to share stories, opinions, or ideas if they don't want to; he won't call on students directly unless they raise their hand, although he might say something along the lines of: "It looks like you have something to say, anything you want to add?" He also doesn't ask students to contribute anything that he isn't willing to share himself. For example, he is open about personal matters, such as his relationships with family members or friends, and professional matters, including struggles he encounters when writing, teaching, or in his role within the department.

This openness occasionally results in some strange moments, mostly, I think, because Keith is an authority figure who actively tries not to be. In a single class he might share a story with students that borders on inappropriate, set deadlines, and talk about grades. For example, Keith is not shy about his former experimentations with illegal drugs, which delights some students but seems to shock or agitate others. He tells colorful stories about bartending, which isn't inherently problematic, but considering that his students are all under the legal drinking age,

it strikes me as a bit odd. One of his bartending stories involves, in his words, serving drinks to "hookers," a term I am surprised to hear him use and that he seems to recognize might be inappropriate because he quickly corrects himself and apologizes. There are a few instances in my observation notes where I question whether Keith is being too much of a peer and not enough of a teacher.

Keith gives students more autonomy than other teachers, he actively tries to give them power in the class, and he encourages them to challenge his authority, but ultimately, he is in a position of authority and it might not be possible for him to share his power equally. For the most part, he manages this contradiction well, but occasionally, I think he tries a little to hard to undermine his own authority and it ends up being counterproductive. For example, students sometimes seem annoyed that he is hesitant to tell them what to do or how to approach a task. However, in my opinion, these instances are rare and I think his openness is one reason his students feel comfortable talking about their personal experiences with cultural humility and sexual assault, even when those experiences involve their own wrongdoings. On several occasions students describe situations in which they know they did something or said something that could be considered inappropriate or harmful, and Keith almost always responds to these stories with an example of how he once did something similar. I think two instances are particularly interesting.

The WAP training introduces a concept that is new to a lot of students: vocal consent, a clear, spoken agreement of consent between those engaging in sexual contact *before* that contact begins. This upsets some students and I am not surprised. In every conversation I have had or observed about vocal consent, at least a few people are bound to question whether their previous sexual experiences were coercive based on the fact that those experiences didn't involve all

parties explicitly saying "yes" to the encounter before it happened. It makes sense. If you've never been told that you need a clear "yes" before engaging in sexual conduct then you might not have thought it was necessary or you might not have known to ask for it. That doesn't automatically mean that the encounter was coercive, but it is logical to have doubts when told that vocal consent should always precede sexual activity.

Shortly after the WAP training, a male student hesitantly brings up consent and eventually explains that he doesn't like the idea of vocal consent because it makes him worry about his previous sexual encounters even though he knows they were consensual. He explains that he didn't ask for vocal consent because he didn't know that he was "supposed to," and dislikes feeling as though he had done something wrong. This statement elicits a lot of nods from other students and they start to share stories about similar situations in which they or their friends didn't get consent because they did not know they were "supposed to." Let me be very clear about this discussion: from what the students describes, the encounters they refer to were in no way problematic. They were consensual and appropriate and no one was taken advantage of or harmed. The students were simply worried because they had never been presented with the idea that sexual encounters should involve clear, vocalized consent before proceeding. Keith explains that at one time, he didn't know about consent either and that the "guidelines" for consent "aren't there to shame anyone, they're there to protect everyone." He tells the class that consent is an evolving concept and reminds them that now that they know about consent, they are responsible for using that knowledge.

Shortly after the WAP training there is another instance that that I think illustrates how Keith's willingness to admit his faults makes students feel comfortable about discussing their own. A female student is upset because she feels like she failed to protect her friend from being

assaulted and she feels guilty for not recognizing that her friend was in distress. She explains that while at a bar, she witnessed a female friend dancing with a guy she didn't recognize. She explains that she initially felt like she should make sure her friend was okay, but thought her friend looked like she was having fun and decided not to interrupt. Later, the student found out that the friend was not having fun and that the guy was so rough with her that he left bruises "like, all around her legs and arms." Keith responds by reassuring the student that it wasn't her fault the guy was behaving inappropriately and that she did the right thing by going out with a group of friends instead of going out alone. Her friend, he says gently, might have experienced "much worse" if they hadn't refused to leave without her. He then says that has been in similar situations where in hindsight, he probably should of realized that something was amiss, but at the time, did not notice that something was wrong and didn't attempt to intervene. He reminds students to trust their instincts and that there is never any harm in checking in with someone if something seems "off."

I think that these two discussions are evidence that students trust Keith, that they trust one another, and that they want to know what Keith thinks about their experiences, even when those discussions require them disclose something that others might consider wrong. I don't think this would happen if Keith were unwilling to share similar stories.

In my interview with Mike, I learn that he partnered with the female student who told the story about her friend dancing with a stranger at the bar, and that they used that story in their training to encourage their participants to take the training seriously and engage in discussion. Mike explains:

> We took an example that was *not* from one of them it was from [the female student] because I didn't think it would be like, we didn't think that

> anybody would respond well if we took their example and tried to analyze it because we don't know them. So what we did then, was we took and example of [The female student]. She mentioned this in class, if you recall, there was a friend of hers who was, you know, with some guy and she couldn't tell, but it was clear later [that the friend was] very, hella hella, coerced and was bruised like crazy and that was like, not the perfect example, but we thought it would be one where we established credibility to them and that we were serious and there were real life applications to it.

The female student who shared the story with the class was willing to use the story as an example of how bystander intervention applies to real-life and how her misunderstanding of the situation could have been avoided. If Keith or the other students in the class had reacted to her story negatively, if they scolded her for not intervening or blamed her for her friend's injuries, I doubt that she would have felt comfortable repeating it. Keith might be a little too open about his experiences at times, but ultimately, I think that openness shows students that they the class is a safe space to share their experiences, even if they aren't proud of their role in the story.

I also think the class goes well because the class I observe happens to be a group of particularly kind, intelligent, engaged, and respectful students. As Shannon notes, the class is more "on board" with the bystander intervention training than Keith's other two sections of the course. From what I observe, they are certainly more receptive to the WAP than Keith's first section on the same day. Mike also brings up the class dynamic in his interview, saying, "I think that like, the reason I liked rhetoric is that it's an interesting group of people. I think I might have just lucked out in that case but I met a lot of people through it and some of whom are very cool."

I agree with Mike and Shannon; the class I observe is pretty great. I looked forward to attending class as an observer and if they were my students, I would have loved being their teacher.

It is worth noting that Keith's teaching style is based on a process writing approach to writing instruction. For each of his assignments, he sets aside time for pre-writing, writing, and rewriting activities. His pre-writing is typically in the form of free-writing exercises but he also engages students in other brainstorming activities or discussions that are intended to help students plan their papers or presentations. For example, before students have begun their first drafts he will often ask them take turns explaining what their topic is and then provide students with time to talk about their topics with one another in small groups or in pairs. He also provides students with class time for peer-workshopping. For larger assignments, like the legislative testimony speeches, students have more than one opportunity for peer-workshopping at the writing and rewriting stages of the writing process. Additionally, Keith provides his students with written feedback on drafts and encourages them to meet with him for further feedback if they are struggling or if they want more feedback. He focuses on process much more than he focuses on grades, and openly informs students that if they try hard enough, they are all capable of earning A's in his class. He is not guided by a curve or departmental rules, he gives his students the grades he thinks they have earned, and much of his perception about students' work seems to come from their work process, not their final product.

CHAPTER FIVE: RESISTANCE

During our first interview, I ask Keith how the project has changed since the first semester. I expect him to talk about practical aspects of the project, like content or presentation style, and am surprised when, before I finish the question, he says, "There has been more resistance to it than in previous years, and not just in the one class where you observed it." This surprises me because in my opinion, the resistance I have observed is anything but unusual. I think the class is going almost improbably well at this point, considering that the project is not proceeding as planned. Until this moment, I assume that the students in my class are less resistant than average, not more. However, Keith believes there is increased resistance in every class, including the class I am observing.

Keith suspects that oversaturation is partially to blame; the fall 2014 freshmen are the first Plains University cohort required to take an online bystander intervention training program as part of their orientation. They complete it shortly before the semester begins and he thinks they might be resistant to the project because they have already covered much of the WAP training's content before they begin the class. He says, "The more you repeat a message the more it gets incorporated into their thinking. Also, the more you repeat a message the more irritating it becomes". However, he doesn't believe that oversaturation alone accounts for the noticeable increase in resistance, he just isn't sure what else is causing it.

Every participant I interviewed acknowledged that they experienced some resistance to the project, although for some of the focal students, the resistance was negligible. That every focal student described some resistance might be my fault; I asked everyone to describe a "low point" in the project, which often led the focal students to discuss what made them uncomfortable or what they disliked about how the project was conducted. However, I notice

other examples of students' resistance, some of which I observe in class but many more of which I uncover in the interviews.

For the purposes of this study, I am defining "resistance" as any opposition to how the project or class are conducted, as well as opposition to the concepts or beliefs that are presented through the project and the class. Students express opposition primarily through critiques and criticisms about the project or the course, while Keith and Shannon discuss resistance in terms of how the students oppose the project or the course. Both Keith and Shannon seem to accept that a certain amount of opposition from students is inevitable and are prepared for the occasional negative response. The students' responses to the project represent a much more complex "spectrum" of resistance: from those who had minor issues with the project or the course, to those who saw multiple problems with nearly every aspect of the project and the course. On one end of this spectrum is Mike, the student most openly critical of both the course and the project. On the other end is Lily, the student most in favor of the course and the project.

This chapter briefly examines Keith and Shannon's reactions to resistance, explores each of the focal students' resistance in greater detail, and concludes with a brief overview of the resistance I observe during class.

Acknowledging resistance: Keith and Shannon

When Keith and Shannon talk about resistance, they are typically referring to opposition from participants when they conduct bystander intervention trainings in Keith's classes or during similar workshops on campus or in the community. Although this resistance varies from situation to situation, it seems as though it is always present.

The variance in resistant is apparent among Keith's three rhetoric sections. I observe two sections early in the semester, one of which is openly resistant to the project while the other is

more receptive. I never observe the first class, which Shannon describes as "in-between […] like the general classes we get," but from her comment I assume that Keith's class are as follows: more resistant than average, of average resistance, and less resistant than average. Shannon explains that this is not unusual:

> Every class is different, some classes you walk out and you're like 'oh my gosh, my soul hurts' […] but you also have some classes where you come out of it and you're like 'wow, everything about what I'm doing makes sense, this is why I do it.'

Yet even when presentations go well, they are never entirely resistant-free. The topics are personal and can make people uncomfortable and certain activities seem to elicit strong, negative reactions. For example, talking about privilege, Shannon explains, usually prompts resistance from at least a few participants:

> For folks, if they've never thought about different privileges they have, as we know when you start thinking about privilege, the first thing that comes up is guilt and then its like, some people take that guilt and they're like, 'I'm gonna more forward and I'm gonna you know spend my privilege I'm gonna do this and that' and some people are like 'walls up, and now I'm pissed'".

In Keith's class, Shannon uses a fairly common activity designed to address privilege where everyone stands in a circle then steps forward when they can answer "yes" to questions that acknowledges privilege or the lack thereof. For example, participants step into the circle if they can answer yes to questions like "Do you identify as heterosexual?" or "Did your family qualify for the free lunch program at your school?" I had participated in this exercise many times before

the WAP training in Keith's class and think that Shannon's version of the activity is particularly inoffensive, but Shannon explains that even her version of the activity is, "one of the ones where you always get a group of folks that are just like 'I hated it, I see no way in which it benefitted me, I'm like, upset that I had to do this.'" She adds, "we see that with the privilege exercise no matter where we do it."

In addition to specific topics or activities that tend to result in resistance, Shannon and Keith also used examples of resistance where individuals or groups resist the trainings' basic concepts by denying that a problem exists or is relevant. For example, Shannon notes that students are hesitant to acknowledge that "date rape" drugs such as GHB and Rohypnol are used in and around Stephensville. But, according to Shannon, "we know its happening [here], when we do bar trainings we hear that from bars and so we share that with students, but its very much 'not in my town, its those people somewhere else, its not us.'" Similarly, during one of Keith's bystander intervention training for RAs, some participants didn't seem to take the training seriously and grew angry when Keith tried to explain why the training was important. He says:

> They were not paying attention and you know, I wound up saying 'listen, you guys are RAs, one of you in this bunch, I know for a fact is going to have a sexual assault on your floor, I know this is going to happen to one of you and if you're not paying attention to this, you're going to screw it up'. They didn't like that. They got angry at that.

While some of the RAs' anger may have been the result of being reprimanded, I understood this story as an illustration of how participants in these trainings sometimes resist the reality of problems like sexual assault, even when they are in positions where they are responsible for

managing those problems. In other words, I suspect that it is not unusual to experience resistance during any training if people are pushed outside of their comfort zone.

Keith and Shannon acknowledge that the topics they address in their bystander intervention trainings can be extremely difficult to discuss and will therefore elicit strong reactions, including resistance. They are experienced, trained professionals who have assessed and calibrated the service-learning project over a period of years. I don't believe they face resistance because the project is imperfect, but because it is impossible to engage in discussions about topics such as identity, cultural humility, or sexual assault without provoking negative emotions like fear, guilt, or anger.

Yet, even though Shannon and Keith expect resistance, they are occasionally surprised by students' responses to the project. A few weeks before the service-learning project is due, a student from the class I am observing writes Keith to tell him that the thought of conducting a bystander intervention training is causing them severe anxiety and they feel incapable of completing the project. This has never happened before. During our last interview, when I ask Keith if there anything that he wants to add that I have not asked him about, he wants to talk about the student who was unable to finish the project, and I get the sense that the situation rattled him. I too, was a little surprised when the student explained to the class that they didn't conduct the training and had requested an alternative assignment instead. Students expressed concerns about the training or struggled with the content, but I don't remember this student being one of them. Keith also didn't associate this student with anxiety about the project. He says, "I don't know if you put it together, but [they] had no trouble giving speeches" he pauses for a moment, then says "I haven't figured it out yet and I don't know that I ever will." Although the requests surprises Keith, and he seems troubled by the fact that he wasn't able to anticipate it, he

explains that the student helped him realize that severe anxiety "is not an illegitimate response" to the project. He adds, "I think I have been undervaluing how difficult this may be, particularly for people who take it seriously."

Shannon and Keith are authority figures in the service-learning project, so it makes sense to me that they tend to view resistance as coming from the outside; they have control over the project because they get to pick the curriculum and decide which views and beliefs will be represented. Although these decisions might be challenged if students resist the project, I don't get the sense that Keith or Shannon are often challenged by the material itself, at least not as much as the students are. When Keith and Shannon talk about resistance, they talk more about how they react to it: they might decide to change an activity, for example, or consider the best way to handle a challenging topic. The students in Keith's class on the other hand, seem much more introspective when they discuss resistance to the project, and they often discuss that resistance in terms of what they do, or do not, personally agree with.

A spectrum of resistance: The students

The focal students, as well as the students I observe, tend to express their resistance in terms of their personal reactions to the project or the class. The focal students, who I interview extensively about the project and the class, are resistant for many different reasons, so I decided to think of their resistance as a spectrum: the most resistant students, Mike and Mary, have the strongest negative reactions to project and the class, while the least resistant students, Georgina and Lily, have more positive reactions to the project and the class. Jane, who I place in the middle of the spectrum, seems to be a good anchor for the spectrum.

Most of this chapter focuses on the nuances of the focal students' resistance, which is more complex than Keith, Shannon, or the non-focal students' resistance. In the spectrum of

resistance, from most resistance to least resistant, are Mike, Mary, Jane, Georgina, and Lily. I start with Mike because his response to the project is more comprehensive and complex than other students.

A spectrum of resistance: Mike

I struggled with the negative end of "the spectrum of resistance" because both Mike and Mary were critical of the project. However, where Mary was openly critical of the project and how it was managed, Mike was more critical of the project's content and how it was presented. Mike's criticisms are extensive, which is one of the reasons his interview is so much longer than the other focal students. I place Mike on the most negative end on the spectrum not because he strongly dislikes the project, but because he has a wider variety of criticisms about the course and the project than Mary or any of the other focal students.

In several conversations before the interview, Mike indicates that he disagrees with some part of the WAP training, but it's never clear what he disagrees with or why. When I ask him about it directly, he says he wants to reserve judgment until after he completes the project. He is very careful about keeping his opinions to himself until we sit down for the interview, even though we talk frequently throughout the semester. In the interview, I learn that his resistance to the WAP training is just a small part of a larger issue: overall, he doesn't think that the service-learning project is effective.

Mike is openly critical about many aspects of the project. He feels that the WAP training isn't effective. He challenges the veracity of an important statistic the WAP and Keith use during the training and in class. He thinks that service-learning is nearly always ineffective. He dislikes how social injustices are discussed in academia. And so on. However, despite the myriad problems he has with Keith's service-learning project, or service-learning in general, he thinks

Keith should continue using the bystander intervention training project. He is critical, but his criticisms are intended to be constructive; he thinks the project needs to be revised and he focuses on explaining how he thinks the project can be improved.

Resistance to the WAP training

In our interview, Mike first hints at his resistance to the WAP training when I ask how he structured his own bystander intervention training. He responds:

> We did it from scratch basically. I mean, this will indicate essentially… I tried to make it so this particular choice did not appear overt or influence too strongly how I decided to do the presentation. I guess what I am trying to say is that, like, I tried to minimize how much my ideological issues with [WAP] impacted what I was doing because I thought it would be more effective and I wanted to focus on effectiveness rather than just like, what my response was, but it certainly does color what I was doing.

I ask him to elaborate on his "ideological issues" with the WAP and over the next hour, he answers this question by describing a number of instances where he feels the training falls short of its primary objective, which he describes as follows:

> Bystander intervention training, as I understand it, has the objective of allowing people to understand, like, what to look for in situations that are dangerous or coercive or are things that you would want to avoid and teach people how to help other people by responding to the situation.

He believes that the WAP staff are genuinely invested in teaching bystander intervention, but adds, "my impression, as it related to their intervention stuff, was they had certain set goals of responses that they wanted and moreover there were certain additional, literally and rhetorically,

outcome[s] that they wanted to get". Mike doesn't have a problem with the fact that the outcomes and expectations exist, but he does take issue with how those outcomes and expectations affected the WAP's in-class training. He explains:

> My criticism is that I thought that they had objectives that influenced their efforts to the point where [the training] was to some degree less effective […] they had an outcome that they wanted, they had a formula that they wanted to do. Their ideological positions struck me as heavily influencing both their presentation and their style and their content.

Essentially, I think Mike is pointing to the fact that the WAP training had too many objectives, and that those objectives often conflicted with one another, which made the training less effective. He provides several examples of how the WAP's objectives conflicted, but I will focus on the most comprehensive example, which is his reaction to the WAP training's opening activity: a gender pronoun exercise.

Resistance to the gender pronoun exercise

The first activity in the WAP training is a gender pronoun exercise in which the WAP staff introduces themselves using their preferred name and their preferred pronouns, then ask the class to do the same. For example, my name is Heather and I use the gender pronouns she/her/hers. In my experience, the purpose of this exercise is to introduce students to the idea that some people use non-gendered pronouns like they/their/theirs, and to make everyone feel welcome and included. The exercise, according to Mike, "set the tone for the entire presentation" and he feels that tone is the opposite of what the WAP intended. In his opinion, the gender pronoun activity makes it "abundantly clear" that the WAP staff is "separate from the audience". Further, he thinks this separation between the audience and the WAP staff is "contrary to points about

discussion and inclusiveness." The "points" Mike refers to here are claims that Keith and the WAP staff make about the WAP training being discussion-based and open to everyone's opinions and beliefs. He adds, "it was a presentation and it was intended –I mean it is definitionally hierarchical – to pass on information."

I find it interesting that Keith also identifies this as a problem with the WAP training, albeit for different reasons. Keith notes, "even when students are solicited for responses and information it's very clear what the right answers are." He says, "I do not believe that the lecture model of presenting this material is particularly effective and so the fact that they only see these guys for four hours, there really isn't a lot of interaction between students and [the WAP staff]." Keith says that this has been bothering him because he worries it will have a "silencing effect" on students and he feels the need to provide space for them to discuss the content outside of the WAP training. He explains, "my sort of pedagogical belief says if I tell you something we have to spend a lot of time talking about it afterwards where you get to talk before you'll actually learn it and so I am more perplexed about how I am going to do the follow up work than I have been." However, while Keith worries that the "lecture model" might keep some students from participating, Mike doesn't seem to have a problem with the "lecture model" so much as the language:

> I don't have a problem with them trying to transmit information. […] but for their purposes, like training people or making them aware, it struck me as problematic that they would do this: use the language that they would use around the WAP center in a classroom of freshman and sophomores who aren't women and gender studies majors.

He isn't resistant to the activity's content, he is resistant to the language the WAP staff uses to transmit that content: "regardless of what you think of the choices of deferring to people in regard to the use of pronouns, that is something that most teenagers have never dealt with." He later elaborates on this point, saying, "when you intentionally choose to present the topic in a way that is not in line with the way people who you are trying to communicate with actually communicate, that's [a] problem."

To Mike, it's not just a problem about sending mixed messages by saying one thing then doing something different, and it's not just a problem with using rhetoric that is unfamiliar and perhaps intimidating. The problem is that the WAP uses a rhetorical strategy that doesn't align with their desired outcomes or expectations. He exaplins, "their goals were kind of conflicting, they had bystander intervention training goals that they were after but at the same time the language they were using was supposed to present an entire other ideology and those two things made it sort of difficult." Further complicating this train of thought is Mike's skepticism that the pronoun exercise is the best way to introduce the concept of gendered pronouns. He isn't sure who is responsible for bringing up pronouns in a classroom: "see, cause you'd think that somebody it didn't matter to a lot, would [bring up gender pronouns] right at the start of the class", but he also acknowledges that there are valid reasons to avoid talking about pronouns because of "social pressures, you know, heternormity or cysnormity." He finds the debate about gender pronouns interesting but troublesome because nobody seems to agree on which approach is best. He says, "part of the problem with these debates is that there's no way, there's no guiding thing that we can really properly answer it with." He notes that addressing it directly could result in an unwelcomed revelation about a classmate's identity "you can't do that because its like its outing them when they don't want to be outed," which is especially troubling if the concept of

non-traditional pronouns is presented early in the semester with little or no discussion. He feels the subject should be addressed somehow, but he doesn't think that the gender pronoun activity that the WAP uses is the best way to do it.

Resistance to service-learning

Mike is the only student I talk to who has previous experience with service-learning, and he admits that he is "extremely skeptical about service-learning projects in general." He explains, "I think that it's a classic example of something where it sounds lovely on paper but it doesn't [work] in real life." Mike thinks this is partially due to the fact that students don't take service-learning projects seriously: "you can say oh well, we make them do this so they can learn this and it doesn't line up with how people take it in reality. This particular [project], I think has that same problem." This suspicion that students will choose what is easy over what is effective comes up again later in the conversation. When I ask him if he knows why a lot of students used a particular video series in their trainings, he responds, "Because they're easy to find", adding "See, that's kind of what I'm talking about […] videos sound great in reality, they sound lovely in theory", however, he believes that students choose the video series because "it's what's easiest […] it's a way to fill up time. It's literally all that it is." This turned out to be accurate in at least one case. When I ask Georgina how she selected material for her training, she says she chose one video because, "in complete honesty it was like, this will take a good eight minutes." The video was relevant to the training, but she also chose the video because it would take up time that she would otherwise have to fill with a discussion or activity.

In Mike's opinion, the service-learning project in Keith's class is ineffective for the same reason his other service-learning projects were ineffective. The teachers assume that students will engage fully in service-learning and that as a result of the service-learning project students

will become, in Mike's words, "active in society or the community." However, in his experience, service-learning projects "ended up being nothing more than […] a requirement," one more task that must be completed in order to pass the class. For Keith's class, he feels this is particularly problematic: "I think service learning goes above and beyond you know, anything that should be required in an honors rhetoric course, reason being that I just don't think that it does anything in general." To Mike, the service-learning project is time that could be better spent elsewhere.

Resistance to campus sexual assault statistics

Towards the end of the interview, Mike broaches a subject that I had recently been introduced to, but have been too afraid to talk about: the validity of a certain statistic that is frequently used in conversations about sexual assault on college campuses. At this point, my interest has been restricted to reading articles. I have never discussed the subject with anyone in person because it is complicated and divisive and I am afraid I don't know enough about it to bring it up in conversation.

Most conversations about sexual assault on college campuses include one of two statistics regarding the frequency of sexual assaults involving female college students. These two statistics claim that either "one of four" or "one of five" college women will experience a sexual assault while attending college. This statistic is at the core of Obama's "It's On Us" campaign (Somanadar, 2014), it's mentioned frequently in the WAP training, and it also appears in the bystander intervention training book Keith's uses in his class (Berkowitz, 2009). Mike explains that he struggled when deciding whether to use the statistic in his training, "because that number drives me absolutely nuts, because it's a terrible statistic." When I ask him to elaborate, he is hesitant, and I have to explain that I think I might know where he is coming from before he will talk about it.

I say that I think I know where he is coming from because I recently read several articles (Kessler, 2014; Kingkade, 2014; New, 2014; Schow, 2014) that discuss concerns about the statistics' validity, and I found them convincing enough to consider the possibility that the statistic is inaccurate. Critics of the statistics tend to focus on three potential problems with the statistic. The first concern is that the surveys that yield these statistics use sample sizes that are too small, and the response rate is too low (Kessler, 2014; New, 2014; Schow, 2014). Second, what qualifies as "sexual assault" is inconsistent across surveys (Kessler, 2014; New, 2014; Schow, 2014). Third, the term "sexual assault" is often perceived to mean rape, rather than the various kinds of sexual assaults that the women who take the survey are reporting (Kessler, 2014; Kingkade, 2014; New, 2014; Schow, 2014), which means that the both the actual survey responses and the way others interpret those responses are skewed. I agree with Mike that the statistics are annoying. I think they are confusing and messy at best, and inaccurate at worst. Mostly, it makes me angry that some people interpret the fact that the statistics are confusing and messy as an indication that sexual assault is not a serious issue on college campuses. I simply wish that the statistic wasn't at the center of the conversation.

Mike has a different view on why the statistics are, as he puts it, "terrible." He explains, "my problem with the number is that I do think it's being abused and I think that bad statistics harm everyone." However, while he believes that the statistics are likely inaccurate, its not just the inaccuracy that bothers him. He thinks that the statistics may literally harm people, because, he explains, "I think it emboldens predators." He is concerned that using the statistics as the central argument for why sexual assault is a serious issue could result in more sexual assaults. He came to this conclusion after debating the statistics with a friend who is in favor of using them, regardless of their accuracy:

> I was criticizing the number, and her point was by making it appear – its sort of like a heighten the contradictions thing – by making it appear that its such a serious problem you force it on the table. You raise the awareness by the striking number. Screw whether or not its like, accurate or its even close to a rough approximation of the like, actual number – if we were god we would know what the number is – its tactically a very good number to use. My thought was okay I mean like, you say that you have this end, which is ending rape, which I agree is an evil thing we should take efforts to stop and you think that like, we can abuse statistics like crazy to whatever will get us closer to that goal.

He agreed with this argument because he assumed his friend was right. If using the statistics provoked a response that would help end sexual assaults, then the ends justify the means. However, he later realized that by making the statistics so ubiquitous, advocates of sexual assault prevention efforts might be sending the wrong message to sexual predators. He explains:

> Alright, so they think this number is okay to use because it's like getting the cause further and I wonder how would it not be? Because I think – separately from that you shouldn't abuse statistics, social sciences are a weapon should be used very sparingly and when you do use them like, it should be as rigorous as possible – I'm thinking oh god you know I wonder if [the statistics are] true, I'm not the only one hearing this, predators are probably hearing this too. I wonder what they're thinking.

What they're thinking, Mike believes, is that an enormous number of sexual assaults occur on college campuses and authorities have no idea how to prevent them or how to help victims who

report them. He thinks that when the statistics come up in the media, "predators hear 'then alright well only about one percent of those women actually go to the proper authorities, I've got some opportunities here.'"

Mike admits that this assumption is "overtly rational" and that he dislikes the statistics regardless of whether he is right about their unintended results. I find it interesting that despite disliking the statistic, he used it in his training because he wanted "to point out that it's not just difficult for bystanders to do something, it's difficult for people who are actually harmed by an action to [respond to it]." This decision, like most other decisions Mike made about how to construct the training, was based on what he thought would be most effective in teaching bystander intervention.

Resistance to academic discourse about social justice

When I start to explain that I think "The justification for focusing on one idea" such as the sexual assault statistic is often "to raise awareness", Mike finishes my sentence for me: "yeah, to raise awareness", he says, adding, "I hate to say, even I'm starting to get suspicious of the phrase 'raise awareness.'" His skepticism about the phrase isn't just a result of its use in the media or other public discourses, his skepticism has been reinforced by the phrase's place in the academy. He explains, "people in academia, people on the same sort of leftish side use the phrase 'have a conversation' or 'raise awareness' or 'have a discussion' and somewhat amusingly to me its usually pretty one sided." He pauses for a moment then says, "but that's a snide remark that needn't be had." I don't think this is a particularly snide remark. In my opinion, this criticism is aligned with his earlier criticisms that the WAP training is a presentation rather than an open discussion and that service-learning projects are not the inevitably engaging experiences that teachers think they will be. Stating the intended outcome for a project or activity doesn't mean

that the outcome will be fulfilled, especially if the following practices don't actually reflect intended outcomes. This criticism, like most of Mike's criticisms about the project and the class, is about efficiency and effectiveness and how activities become less effective when practices and goals don't align.

A spectrum of resistance: Mary

Mary is the first person I interview and I am excited to talk to her, because I don't have a good sense of how she feels about the project or the class. Once I start the interview, I don't have to wait long to find out because her response to nearly every question is negative. She affirms that she dislikes the project when I ask her how she feels about it, saying, "Oh, I did not like it at all." She proceeds to tell me why she doesn't like the project by describing her experience throughout the semester. She starts by explaining, "when he first told us we would be doing it with like a member of WAP I was more interested in it then because it wasn't all on me but then once that didn't happen and we were forced to do it by ourself, that's when I was really like 'no I don't like this at all.' By this point, I am getting the sense that Mary wants to vent, and in all fairness, after listening to her describe her training, I understand why.

As with the other focal student interviews, I start by asking Mary to describe the training for me, and from start to finish, the story keeps getting worse. Mary and her partner scheduled their training to take place in their dorm on the Saturday before the project was due. They did this in part because it was the weekend before the last week of classes and people would surely be in the dorm working or studying. They were right, people were in the dorm, but only a few people came to the training, so they had to reschedule for the following day. After the first training fell through they reached out to their RA for help recruiting people and Mary says, "She somewhat helped," pausing for a moment before adding, "Well, not really." She doesn't

elaborate on this, but she mentions the RA's failure to provide help again later in the interview. I don't know the extent of her interaction with her RA, but she seems frustrated. After the RA failed to help them recruit participants, they convinced people to attend the training on Sunday by offering candy. Just getting people into the room seems like it was an arduous process, but finding participants was only the first obstacle.

When they were ready to start the presentation, they hit another unexpected problem. Mary explains, "we had everything on [her partner's] computer, on her laptop, but we didn't have anywhere to project it." The projector in the room they were instructed to use didn't work, and there was nowhere else for them to conduct their training. They thought about rescheduling again but decided to continue: "We had to leave it on the laptop and hope people could read it, so that was another thing." As she describes this, I try to picture it: ten people crowded around a laptop while Mary and her partner stand next to it so they can press on the keys that will change the slides, and it makes me cringe a little. It sounds awkward and uncomfortable. Over the course of the interview, Mary says, "I don't like to talk in front of people" three times, so I don't think she was comfortable with the presentation in the first place. I assume that the added stress of having other things go wrong didn't help. Additionally, Mary notes that her participants wouldn't participate: "It was hard to get an answer out of them. You were like, hello somebody say something, please." The scene in my head gets a little more uncomfortable as I realize that Mary and her partner were sitting, at most, a few feet from people who wouldn't respond to their questions. I think of how uncomfortable I feel when my students are unresponsive, then I think of how much worse that must be when you are sitting so close to them that you can hear them breathe. Because no one was participating, the training went much faster than planned, and after an hour, Mary and her partner decided to just end it. Later, when describing what she would

change about the service-learning project, she suggests making the training shorter, because "an hour and fifteen minutes is really long in my mind." After her experience, I don't doubt that and hour and fifteen minutes feels like too much time. Just listening to her describe the presentation is stressing me out, and I am starting to understand why she seems so frustrated with the project.

Mary has other problems with the project, aside from the fact that the training itself was unpleasant. Her biggest criticism is that she feels she hasn't been properly prepared to conduct a bystander intervention training. She says, "I shouldn't be doing a bystander intervention training when I wasn't trained myself." Mary, like Mike, feels the WAP training isn't particularly effective if the purpose is to prepare students to conduct their own bystander intervention trainings. According to Mary, this is exacerbated by the fact that at the time of the WAP training, nobody realized that they would be conducting bystander intervention trainings on their own. She says, "I feel like if we would have known that we would have to do it by ourselves when WAP visited it may have been like, we would have paid attention more and took more in." Mary also thinks there is too much time between the WAP training and the project, and too little discussion about the project in between the WAP training and the project. When I ask what she would change about the project, she says, "talking about [the project] a little bit more in class. I feel like, we kinda just like, briefly went over it […] maybe have WAP come a little bit later in the class if possible like, closer to when we should be starting this or something", then adds "just more involvement with WAP, I think, overall."

She reiterates that she felt underprepared when I ask if she thought they were successful in fulfilling the project's goal to train people how to effectively use bystander intervention training techniques. She says:

> Maybe, but I don't think we took it very seriously. I don't think they took it very seriously, so I'm not sure it came off like, serious enough for them to take away like, actual, I mean we tried a little bit we like, 'this is what you could do and don't do, and what they did' but our group wasn't very responsive. That's part of the issue like, you'd ask a question and no one would answer, like, great.

When I point out that it's a difficult training even for people like Shannon, who is a professional, Mary says, "Yeah, and that's one thing that we mentioned to them that were not like, professionals and we aren't trained well enough to like, truly give you everything you need." She thinks the training would have gone better if the project had gone as originally planned, with each student partnered with a trained WAP representative. She says, "it would come off more professional and serious and I think get the point across better than just two people who were like 'heeeeeeey, come listen to us for and hour! We, we have candy!'" Mary seems a little angry when she describes this and I think I understand why. The adjustments made throughout the semester made the project harder on everyone, but based on how she describes the training, I think she was more uncomfortable conducting the training than the other focal students. She felt unprepared, and then the training went poorly, which reinforced her feeling that she wasn't properly trained. I wonder if the training had gone well if she would look on the project a little more favorably.

Mary never indicates disagreeing with the bystander intervention training's content. She never says anything negative about her peers or the WAP. She never says anything negative about Keith directly, although many of her comments are related to the fact that she felt the project was unclear and I assume she thinks that is Keith's fault, although I am not sure. The

only negative comment that she makes about the class is one comment about the projects' freewriting requirement: "the last [requirement] was 'write a fifteen minute freewrite on this whole thing' and I was like, awesome." The sarcasm and eye roll that accompanies the "awesome" in this sentence don't translate to paper, but I assure you, she does not actually think this requirement is awesome. Mary is on the negative end of the spectrum, I think, because her experience with the project was unpleasant. She isn't resistant to the content, and she wasn't resistant to the project until the plan changed and she was given responsibilities that she felt unprepared for. Although she has plenty of negative things to say about the project, they are mostly about her personal experience and the confusion caused by the project's changes. In this way, I don't think of her as the most resistant student, even though her interview is mostly negative. Instead, I think of her as extremely annoyed with the way the project turned out.

A spectrum of resistance: Jane

It was difficult to decide where Jane belongs on my "spectrum of resistance." She likes the project, the class, and Keith but she is also critical of them. In our interview, she focuses primarily on her feelings about the class and the writing assignments, rather than the project, and I get the sense that she has stronger feelings about the writing assignments than the project. She doesn't make many explicit negative comments about the project, so it seems like she is more towards the positive end of the spectrum than Mike or Mary. However, she also doesn't make many explicit positive comments about the project either, so it seems she belongs further towards the negative end of the spectrum than Lily or Georgina. Ultimately, I decided to put her in the middle of the spectrum because she seems to have a fairly neutral stance about the project.

Jane, like other students, conducted the training in her dorm with a partner. However, Jane's bystander intervention training was unique because she is the only student I talked to who

conducted the training for a group of peers who were familiar with bystander intervention before her presentation. She explains that she was looking for a group of participants when a friend from her dorm floor, who happened to be in another section of Keith's course and had already conducted their training, offered to round up their participants for Jane. Jane accepted the offer because, "it was like, kind of a weight off my shoulders, I thought." I am a little surprised when Jane tells me this, because while the arrangement doesn't break Keith's rules for finding participants, I suspect this is not what he had in mind and I think of Jane as someone who is careful about following guidelines. She never indicates that she thinks her means of finding participants is an issue, but the arrangement presents a problem for a different reason. She explains:

> When I was reading the like, sheet that was like, a requirement, it was like, 'people that live on your dorm floor but like, not close friends', but I wouldn't classify them as close friends, but there is kind of like that dichotomy where like, they are my friends, so I feel like at times they didn't take it like, really seriously because its like, me.

The students don't know her well, but she thinks they know her well enough to understand that she is not to be taken seriously. Jane feels that her and her partner "didn't have like, an authoritative like, presence," a statement that echoes what other focal students say about feeling unqualified to conduct the training.

When I ask Jane how she feels about the project she says she thinks it is a good project, but adds, "I guess my main like, qualm would be like, the people I was giving it to like, aren't like, they're not like, bad people like, I feel like they're not the type of people who would like, roofie someone, so in some way that message was like, kind of lost." When I point out that she

might not be able to tell if the message was reaching "the people who would roofie someone", she responds, "yeah but I just meant like, they had they already knew that so it was like, kind of redundant." I find this statement interesting and will address it in greater detail in Chapter 8, but for the purposes of this chapter it's worth noting that Jane, like other students, has doubts about the project's effectiveness.

Jane also expresses resistance to the "soul searching" nature of the course. She explains that before starting the class, she assumed it would be more like her other English classes. She was expecting it to be "a lot more structured" and assumed the class would focus more on "language and composition." While she admits that she finds the course "weird" she seems more surprised about her reaction to the course than the course itself. She explains:

> The writing assignments make me kind of uncomfortable on some level, like the auto-ethnography and the cultural artifact, like he's asking us to do like, a very personal thing and at times I feel like I'm learning more about myself but its like, stuff that I don't like.

When I ask her to elaborate she adds, "I don't know. It just made me really uncomfortable at times. Like, I felt like I was turning into that harpy who like, goes on tumbler and like, bashes like, all of mankind and like, I didn't like that so I feel like at times it brought out like, the worst in me." She explains that in Keith's feedback on her cultural artifact paper, he writes, "I like your anger", which seems to bother he a little: "I was like, 'I wasn't aware that there was that much anger' […] I'm trying to make it sound like, professional and like, I'm trying to distance myself from it, but its really hard." When I ask about the topic of her cultural artifact paper she shakes her head and says, "well, okay, I guess there is some anger here" and explains that she started writing about English majors and bookworms, "but it sort of evolved, or devolved, depending on

your stance, into like, a paper about feminism." She notes that she decided to change her topic, in part, because she remembered that she would have to share the paper with her classmates: "my comfort level like dropped dramatically so I decided to write it about like, women because that's a really general topic." Even after changing the topic, she says that still felt a little uncomfortable: "I feel like its not ethical to like, ask me to write about a whole group of women because I know a lot of people who would disagree with me, and those people would be women, so it is challenging."

I think Jane's hesitancy to take an authoritative stance in a paper about feminism is interesting. I read it as contrary to her concerns about becoming too angry because in this statement she is conscious about misrepresenting people who don't share her perspective, a concern that indicates she isn't coming off as a "angry." However, I realize that her discomfort about speaking for "a whole group of women" might be the result of those concerns. Regardless, I find her perspective interesting because her resistance to the course seems particularly introspective. Other students mention that the course topics make them uncomfortable at times, but they don't seem to worry about that discomfort as much as Jane does. Unlike the other students I talk to, Jane never indicates that the course topics make her feel guilty and she doesn't focus on why she disagrees with Keith, the project, or the course content in general. Rather, I get the sense she is worried that her reaction to the writing assignments is somehow irrational and she censors herself because she doesn't want to come across as unprofessional or, as she puts it, like a "harpy". I find a bit ironic considering her interest in feminism. I can't help but hope that she will eventually stop worrying about her "anger."

A spectrum of resistance: Georgina

Georgina describes her training as "very awkward" in the beginning, but later says, "it was definitely a lot less awkward once they started sharing." In addition to feeling that the training was a bit uncomfortable, Georgina dislikes how the project changed over the semester and also indicates resistant to some of the content related to the project. I place her in towards the positive end of the spectrum because despite her resistance to some aspects of the project, she has mostly good things to say about the experience.

When I ask Georgina how her training went, she notes that it went well, but she seems a little frustrated about the outcome. She says:

> I felt like it didn't quite go in my head how I had thought it would go originally, at the beginning of the semester. I was imagining more of like, an actual training that I would give and that I would work with the WAP, rather than giving it on my own, because I personally don't necessarily know if I really did that great of a job teaching people about bystander intervention.

Georgina's criticisms about how the project was managed are similar to Mary's. Georgina does not say it explicitly, but I think she also felt underprepared to conduct a bystander intervention training on her own. I get this sense because several times throughout the interview she points out that she thinks there wasn't enough discussion about bystander intervention leading up to the project. She says:

> We really stopped talking about it until like, later in October I think it was, and then we talked about it a little bit and then it just kind of fell off again. I think it would have been nice to have had kind of like, it intertwined

> throughout the class, because since it is a service-based class I feel like it would have been nice if that service had been through the whole class and not just those couple times.

Later, when I ask her if there is anything else she wants to say about the project or the class in general, she reiterates that she wishes there had been more focus on the service-learning project:

> I really like the class and I really like the project […] but for me it felt like they were separated, they felt kind of like, separate to me, like the service is one thing and the class is another and it didn't really, it didn't really feel like they were super dependent on each other […] I would have liked if they had been connected more.

I think this comment reflects Mike's observation that service-learning often ends up being nothing more than an additional requirement. Georgina seems to feel that the project was somewhat isolated from the rest of the curriculum. She remembers talking about bystander intervention right after the WAP training and then once in October, but as far as she remembers, that was the extent of the conversation. I can see why Georgina thinks the service-learning project is separate from the class, because for the most part, it is.

Georgina is the only other focal student, besides Mike, who openly resists content from the bystander intervention training. Shannon notes that privilege is one of the most difficult topics because at least a few people will have a strong negative reaction to the topic and Georgina falls into that category. Georgina brings this up when I ask her about "low points" or anything that was particularly difficult about the project. She says, "when we were talking about privilege and things like that like, it kind of bugged me because even though I do have

privileges, like the way that it was said kind of made me feel like I was a bad person because I have privilege so I wasn't really a super huge fan of that aspect."

Georgina also dislikes how the WAP and Keith talk about microaggressions. Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate derogatory, or negative messages to target persons based solely upon the marginalized group membership (Sue et al., 2007). The WAP training includes an activity on microaggressions that provides examples of microaggressions and explains how to intervene when someone uses them. Microaggressions are also discussed several times in class as well. Georgina says that while she thinks it is good to learn about microaggressions, she isn't sure she knows how to use that information. She explains, "it was really hard for me to learn about microaggressions because then I kind of feel like how can I, like if I genuinely have questions and I'm not aware of…if I'm ignorant to certain things a person experiences in their life, I feel like I just shouldn't ask personal questions at all." I am sure that Keith and the WAP didn't intend to teach Georgina that she can never ask someone personal questions, but Georgina seems genuinely concerned about the possibility of offending someone and I think her newfound hesitancy to ask personal questions is a direct result of her experience in Keith's class. Georgina has a tendency to ask questions that make other students angry, especially early in the semester. There are a few notations in my class observation notes about Georgina asking questions that her peers seemed to find inappropriate, one of which is occurs during the WAP training when we learned about microaggressions. She asks why giving women advice on how to dress to avoid sexual assault is bad, which prompted some head shakes, eye rolls, and mutters from other students. My notes record this incident: "oh, that definitely pissed some people off, [there was] one 'Oh my God' from somewhere in the

back." I think that people were upset by this question because telling women how to dress to avoid sexual assault is a form of victim blaming. Instead of focusing on how to prevent sexual assault by talking about the perpetrators, focusing on what a woman can do to avoid being raped puts the onus for the rape of the women instead of the perpetrators. I don't think Georgina was suggesting that women should be responsible for not being raped, I think she was genuinely curious about why telling a woman how to dress is a bad thing. In my opinion, she was asking because she didn't know, but it was read as an indictment of women who wear revealing clothes.

I get the sense that Georgina likes the project and the class but feels more confused about certain topics, like microaggressions and privilege, than she did when she started the class. I think her resistance to the content is mostly related to feeling guilty or unsure, which as Shannon points out, is a common reaction, especially if it's the first time someone has been introduced to the concepts. From what I observe, the WAP training was the first time that Georgina is introduced to most of the concepts included in the WAP training. Georgina indicates that bystander intervention is a new concept, as do the other four focal students, but she is the only one who specifically mentions feeling resistant because of guilt. It makes me wonder if other students feel it but don't talk about it, or if Georgina's reaction is simply different.

A spectrum of resistance: Lily

Lily is the most supportive of the project, which is why I think she belongs on the most positive end of the spectrum. This is especially interesting because, as far as I know, Lily is the only person I talk to who was sexually assaulted on campus during the semester I observed Keith's class for this study. I don't discount the other students' perspectives about the project, but I consider Lily's support a powerful testament to the project's importance and relevance.

Lily is supportive of the project, but she still has some suggestions for how it could be improved. Her comments align with the other focal students' criticisms in that she focuses on the project's integration with the rest of the course. When I ask her about the project's "low points", she says, "getting it done was kind of hard like, it was kinda just like, given to us on the spot, and me and [my partner] for the longest time were just like, how in the heck do we this? So, I think a little bit more guidance in how to base our little like, program, would help." She adds that since they were originally told they would conduct the bystander intervention training alongside a WAP representative, she didn't feel prepared to create her own training. She explains, "I think like, guidance on how to start to build our own presentation would help, because even though we have seen it, it was just like, oh, that was in the beginning of the school year and we're trying to like, remember everything." Like other students, Lily also worried that she didn't have enough authority to conduct the training. In her freewrite to Keith about the project, which she wrote after conducting the training, she writes "At first, I was very nervous and felt like I didn't have enough power or authority to present this material to my audience." However, once she realized that her participants were "actually paying attention, were intrigued, and engaging in our presentation," her worries subsided. By the end of the presentation, she says, "I felt really good about it and confident that we taught them some new stuff and skills."

A spectrum of resistance: Non-focal students

In the last week of class, students are given several opportunities to voice their opinions about the project. Keith checks in with the class every day and stays after class when he can to answer questions. The last in-class discussion is about their experiences with the project, and students make dozens of criticisms during this discussion. There are sixteen people present on the day students describe their experience with the project, which is unusual as students rarely miss class.

I am able to record most, but not all of the students' comments in my classroom observation notes. The first student says it was difficult to find willing participants and other students nod and murmur in agreement. Several others mention that it was difficult to get participants to engage in the activities and discussions. There are many references to feeling uncomfortable, nervous, or unprepared, and when one student says they didn't feel like anyone was taking them seriously, about half the class nods, while one student laughs and says "yuuuuuuuuuuup." Most of the criticisms are along these lines – feelings about being underprepared or issues with finding willing, engaged participants – and they are all criticisms that I feel have been thoroughly addressed in my interviews with the focal students. However, three people bring up issues that never came up during the interviews.

One student, a male, conducted the training without a partner during his fraternity's study hall. More than two-dozen participants were present and he had no idea how to manage such a large group. In particular, he had trouble keeping track of what everyone was doing and didn't know if, or when, participants were done with an activity. In my notes, I wonder if there were other obstacles in teaching a room full of men about sexual assault. Another student says that it was hard to talk about diversity where there is "a lack of diversity." I am not sure if they mean their group of participants or Plains University in general. The student says that training went well, but they think this was due to the fact that it's easier to talk about cultural humility with a group of people who share the same culture. In my notes, I admit that this is a good point.

The last student who makes a point I have never heard before is female, which I am careful to write down because I think her gender is related to the comment, although I am not sure how to explain why it matters. She says she wants more opportunities for men to speak openly in discussions about sexual assault. Some of her male friends participated in her training

and she thinks that when they tried to talk, "they were pushed aside." She recommends that in future discussions, people shouldn't "give females too much power in their claims." This idea is completely new to me. The only other time that men are the topic of conversation during this discussion happens earlier, when a different student suggests that the "Safe Ride", a service that provides transportation around campus after dark, should be open to both men and women. In my opinion, these comments have different purposes: the Safe Ride comment draws attention to the fact that men are also in danger of being assaulted or harassed, which rarely comes up in the WAP training, the readings, or the class discussions; the comment about men's comments being pushed aside draws attention to the fact that men and women have different perspectives in conversations about sexual assault. My knee-jerk reaction is to assume that the Safe Ride comment is good and the comment about giving females "too much power in their claims" is bad. However, I think the idea is worth exploring.

In a class where women outnumber men four to one, there are times when women dominate the conversation. The instructor is male, and Mike, one of the most vocal students, is male, but most of the people in the room identify as female and the other vocal students in the class are women. As far as I know, the two WAP representatives also identify as women. I tend to think that women should dominate conversations about sexual assault, especially because I think men have already had far too many opportunities to shape the conversation, but I have to step back and consider the possibility that I am missing something. Is it possible that a perspective is being pushed aside? If that is the case, it is a problem, especially because the class is supposed to be a safe space and inclusive space. Granted, this student is referring to her training, but she makes her claim during a larger conversation about how to make campus safer and more inclusive for everyone. Additionally, I think the student might be challenging the

beliefs that have shaped the classroom conversations about sexual assault since The WAP training. I believe that Shannon and the other WAP representatives probably agree with my perspective that women should be the dominant voice in conversations about sexual assault. I also think this student might be resisting that belief. If the student's claims are true, and legitimate perspectives are being ignored based on gender, then I think she has a point. Given a choice, I will give the benefit of the doubt to someone who has actually participated in the project rather than depending on my perspective as an observer. This comment troubles me because I believe that every student's experience is important and I want to understand those experiences. Mostly it troubles me because I will likely never see this student again, and I won't have the opportunity to try to further understand her perspective.

A spectrum of resistance: Conclusion

I think that the focal students' resistances differ substantially. This is clear to me when I consider the opposing ends of the spectrum by comparing Mike's criticisms to Lily's, but I also see important differences when I compare any of the focal students to another. Their resistance to the project varies. Mike and Georgina resist aspects of the WAP training, while Mary, Jane, and Lily seem to view it as positive. Mary feels her bystander intervention training went poorly, which seems to strengthen her resistance to the project, while Mike, Georgina, and Lily feel their trainings went well, which seems to mitigate their resistance to the project. Jane's resistance to the project, on the other hand, is primarily related to feeling that her bystander intervention training was ineffective. And so on. Similarly, I see substantial differences in the focal students' resistance to the class. Lily and Mary barely mention the class and when Mike, Georgina, and Jane discuss the class they focus on different aspects. Overall, it seems that the focal students' resistances are the result of beliefs that they had coming into the class combined with their

experiences with the class and the project. In other words, I think their reactions are personal and unique. Based on the in-class discussions, I suspect if I interviewed every student, I would find that each student's resistance is different enough to set them apart.

I see some similarities in students' comments about the project and the class. The focal students all mention feeling annoyed or disappointed when they learned they would not conduct their bystander intervention trainings with a WAP representative. Each focal student, as well as many of the non-focal students, discussed feeling unprepared for the project, although this seems to bother some students more than others. And, with the exception of Lily, the focal students all mention that the class sometimes lacks structure or organization, although again, this seems to bother some students while for others it is merely an observation.

I think both the differences and the similarities in how students resist either the project or the class make sense. The class is personal in nature and students are encouraged to reflect on their reactions to the class, so it makes sense that their resistance tends to focus on their personal reactions to the class rather than their peers' experiences. When the service-learning project changed so that students had to conduct the bystander intervention trainings on their own, they were given additional responsibilities, so it makes sense that they would be annoyed or disappointed, and that they would feel less prepared. I agree that there could have been more guidance for the service-learning project, and based on Keith's interviews, he acknowledges this as well. I feel the focal students' comments about the course's lack of structure are expected: the class is intentionally open-ended and flexible, and this semester was abnormally chaotic because of several major unexpected disruptions in Keith's personal life. I think it's worth noting that most of the focal students' comments about the course's lack of structure are made directly after

they describe the course as unexpected, different, or “weird”. The course structure, like many other aspects of the course, is not what most students are expecting.

CHAPTER SIX: RESEARCHER, INSTRUCTOR, AND COMMUNITY PARTNER PERCEPTIONS ABOUT THE PROJECT'S SUCCESS

When participants talk about the project's success, they are using different measures to define that success. Participants seem to measure the project's success by considering how well they believe the project outcomes align with what they perceive to be the project's goals. However, each participant perceives the project's goals differently and therefore has different expectations for the project's outcomes. These differences depend on several factors, including the participant's role in the project and their individual experiences related to the project and its content.

Each participant group – the instructor (Keith), the WAP (represented by Shannon), and the students – has a different role in the service-learning project and each group is associated with a different set of expectations about how participants will engage with the project. For example, everyone seems to understand that as the instructor, Keith, is the project's gatekeeper. Ultimately, it's his class, so he decides how the project will be presented, completed, and assessed. However, while everyone understands Keith's dominion over the project's structure, it is also clear that the WAP representatives are the project's content experts. When students want to change the project's due date, they speak to Keith, and when they want resources for their bystander intervention training, they know they can reach out to Shannon.

Additionally, I think these roles are important because each participation group has goals and expectations for the project that are unique to that specific group, which also influences how individual participants perceive the project's success. Some of Shannon's goals are associated with the project's benefit to the WAP program and when she talks about the project's success she mentions guidelines and requirements that I never discuss with Keith or the students. Keith has

to consider the day-to-day classroom management in a way that is unique to his position as an instructor. The students talk about interacting with their peers in a way that Keith and Shannon never have to think about. And so on. Further, when participant groups share a common goal, the means by which members of each group can accomplish that shared goal is different. Everyone I interview agrees that the service-learning project is worthwhile because students need a safe space to discuss sexual assault, cultural humility, and bystander intervention techniques. However, Shannon and Keith have experience creating those spaces and have more power to establish official programs, assignments, classes, or rules that might support such spaces. The students, on the other hand, have more direct contact with other students and may have more influence over their peers than Keith or Shannon ever could. I suspect that Keith, Shannon, and the students view the project's ability to reach this goal differently because they experience the lack of safe spaces differently.

When thinking about how participants' define the project's outcomes, I have to consider how personal experience before and during Keith's class influence participants' perceptions about the project's success. Mike acknowledges that his bad experiences with service-learning prior to Keith's class made him more critical of the project, for example, and Lily's sexual assault at the beginning of the semester shaped her perception about the project. Keith's early concerns on the project's shortcomings were due in part to the stress he experienced as events in his personal life took a toll on his well being. My early perceptions of the project were based almost entirely on expectations I had before I stepped foot in the classroom. While it is impossible for me to understand every participant's personal experience with the project, there is evidence in my data to suggest that personal experience can have a substantial influence on how participant's viewed the project's success, or lack thereof.

In the next two chapters, I attempt to parse out participants' definitions of success by unpacking explicit and implicit responses to the project from individuals and groups over the course of the semester. In some cases, these responses are the result of direct questions about the participant's expectations or goals for the project, but more often, these responses are gleaned from indirect sources, such as participants' comments about their experiences with the project. I look for evidence of participants' expectations and goals for the project, as well as their perception of how well the project aligns with those expectations and goals, by combing through interviews, observation notes, research notes, and student writing. In this chapter, explain how my own perceptions of the project evolved throughout the semester, focusing specifically the rapid transformation I witness in class discussions once students begin conducting their bystander intervention trainings. Then, I explore Shannon and Keith's perceptions of the project's effectiveness.

My perceptions of the project's success, despite and because of discomfort

In the early stages of the service-learning project, I decided that it was ineffective; the project's parameters changed substantially and other course requirements began to overshadow its importance. Everybody seemed unhappy; students vocalized their skepticism that the project could work and Keith was considering using an alternative service-learning project in the spring. Yet over time, I became convinced that the shared discomfort about the project was an indication that the project was succeeding, not failing. Students' resistance to the project was not unfounded, there were plenty of obstacles that made it more difficult to complete than expected, and I think Keith's concerns about the project were legitimate, it was not going as planned and students vocalized their frustrations. In retrospect, I don't think it was unusual that Keith

considered overhauling the project or replacing it entirely, but when he this brought up in our first interview, I read it as a confirmation that the project just wasn't working.

Around mid-semester, my attitude began to change and I started to think that the project would be a good experience for students and their participants, even if Keith and his class were disappointed by the outcome. Several upsetting incidents, including racially and culturally motivated crimes as well as several sexual assaults, had occurred on campus and I felt that any conversation between students about how to prevent further incidents would be useful. However, I held on to some of my original skepticism about the project's effectiveness until a few weeks before the semester ended, when students started conducting their bystander intervention trainings. As students completed their trainings, the conversations about the project began to change. Students still had complaints, but they seemed proud of their work and perhaps more importantly, they started to include their experiences with those trainings in class discussions and presentations. After being on the periphery all semester, the service-learning project was once again relevant to the class.

Once I start interviewing focal students, my theory that the project is turning out better than I originally anticipated stops being a theory and I have to accept that the project is, in fact, successful for the group of students I talk to. Every focal student has criticisms about the project, but they also acknowledge that the experience is useful. By the time I interview Keith at the end of the semester, my notes about project are consistently positive, but as far as I know Keith is still planning to remove it from his curriculum. In our final interview, Keith explains that students' responses to the project have convinced him to keep using it, and that he now considers it successful as well. As I prepare to conduct my final interview for the study with Shannon, the WAP representative associated with the project, I am close to abandoning my initial negative

perceptions. Shannon's interview eliminates any remaining doubts about the project's outcomes. According to the Keith, the students, and Shannon, the project is a success.

My definition of success

In the beginning of the course, I assumed the service-learning project was unsuccessful because I was comparing what I was observing in the classroom or discussing with Keith to the expectations I had about the project before I started the study. My graduate work focuses primarily on service-learning, particularly service-learning in first-year composition courses, so I entered Keith's class with well-defined expectations of what a successful service-learning project should look like in a first-year composition course. I expect that successful service-learning projects will be sustainable and reciprocal (Bringle, 1997; Eyler & Giles, 1999; Honnet & Poulsen, 1989; Mintz & Hesser, 1996) and well integrated with the rest of curriculum (Hurd, 2008; Prentice & Robinson, 2009). I expect that students will understand the connection between the service-learning project and the course curriculum and that they will be able to see how the project advances their understanding of the course curriculum (Bringle, 1997; Clayton, 2009). I also expect that there will be a strong reflective component (Eyler & Giles, 1999) and a strong written component (Adler-Kassner, Crooks & Watters, 1997; Deans, 2000).

I think the project always met some of these expectations. For example, the project always seemed sustainable, based on how long Keith had used it in his class, and I expect that any project in one of Keith's courses will have a substantial reflective and written component. However, I was unsure that the project was truly reciprocal and would maintain that skepticism until I spoke with Shannon. Additionally, based on my classroom observations and my first interview with Keith, I did not think that the project was relevant to the rest of the curriculum or that students could see how the project was advancing their understanding of the curriculum.

Early in the semester I wasn't even sure if the project *was* advancing students' understanding of the curriculum because the project didn't seem to be associated with the curriculum. Shortly after I interview Keith for the first time in October, my doubts about the project's relevance to the rest of the curriculum begin to change. I start to think about the project's success, in small part because of recent events on campus, but primarily because I start to see evidence in my classroom observations that student's perceptions about the project's connection to the curriculum are also beginning to change.

While there is some evidence that students' perspectives about the project are beginning to change as early as late October, my notes for the last three weeks of class are especially striking. These notes cover the students' legislative testimony speeches as well as the last class discussion about the project. It is during the legislative testimony and the last class discussion that I begin to notice consistent indications that the students see how the project is relevant to the curriculum, as well as their lives outside of Keith's class.

Classroom observations of success: The legislative testimony speeches

Students present their legislative testimony speeches in teams of four or five over four full class days. In these speeches, each presenter takes on the persona of an expert on their team's topic and presents their argument, one at a time, to a pre-selected panel of five students who are not a part of their team. The rest of the class watches the speeches and can ask questions, but the panel is responsible for asking prepared questions as well as voting on whether the legislation should pass. The presenters argue from multiple perspectives; some argue in favor of the legislation and some students argue against it, and after each individual presenter's speech, the panel members get to ask questions specific to that presenter's argument. After all presenters in the group have made their arguments, the panel, the class, and Keith get to ask additional questions about the

proposed legislation and anyone on the team can respond. It's a complex assignment that requires substantial research and preparation for students in both their roles as a presenter and panel member. Each team presents their arguments for an entire class period, which means the class is engaged in listening and responding to the presentation for nearly two hours. My notes from these speeches are extensive and they suggest that the service-learning project, including the WAP training, had a major influence on these presentations.

After the second day of legislative testimony speeches, I write a note to myself, "I think I sense a pattern," because both groups present legislative testimony on social issues that have been discussed in previous classes. The pattern continues and by the last day of speeches I have heard arguments about transgender rights, racially-motivated police shootings, the federal minimum wage, and the cost and accessibility of higher education. Each of these presentations include arguments about racism, sexism, classism, and genderism, among other issues, all of which were first addressed in the WAP training and thoroughly discussed in class. These topics also appear in *Response Ability: A Complete Guide on Bystander Behavior* (Berkowitz, 2009), the book that students are required to read in preparation for the service-learning project.

It makes sense that every group chooses topics related to bystander intervention because they have revisited these concepts many times throughout the semester. However, I think it's worth noting that students choose these topics because for the first time in the semester, they have almost total control over the conversation. Keith chooses the readings, the assignments and other day-to-day activities, and while he is flexible and open to change, he is still a driving force behind what the class thinks, reads, writes, and talks about. For four days the students run the show, and for four days, both in the speeches and the Q&A sessions, they repeatedly frame their discussions in bystander intervention concepts and language. For the first time, I see consistent

evidence that the students have internalized the concepts and language associated with bystander intervention.

Bystander intervention techniques are intended to help individuals recognize harmful situations and then (safely) intervene to stop the situation or prevent it from escalating (Berkowitz, 2009). The term "bystander intervention" implies that the individual (or individuals) who intervenes is not directly involved in the situation. The bystander is an observer who may or may not know the other individuals involved in the situation, but is still capable of intervening or finding help. A bystander may choose not to intervene for many reasons – they may not know what to do or they may fear for their safety – but when bystanders do choose to intervene, they are doing so, in part, because they feel responsible for preventing or mitigating harm (Bowes-Sperry & O'Leary, 2005; Whitcomb, 2013). A recent study (Bennett, Banyard & Garnhart, 2013) on bystander intervention amongst first-year college students discovered that bystanders "are more likely to help friends than strangers, and help strangers if they see them as part of a group they identify with." In other words, a first-year college student is more likely to intervene if they feel connected to the victim in the situation that requires intervention.

In the legislative testimonies, I notice that Keith's students reframe broader social issues in terms of their own experiences, and that once they connect the issue to their own experiences, they are more likely to 1) acknowledge that the problem is real, and 2) offer solutions to the problem. I think one possible explanation is that students are more engaged in discussions during the legislative testimony speeches because they have more control over the conversation. They might be more likely to offer solutions to problems because they are reaching conclusions about how issues are relevant to their lived experience on their own, rather than through activities or discussions directed by Keith. I think another possible explanation is that they are more engaged

and more likely to offer solutions because they identify as part of the group that would be directly affected by the changes they are proposing. I think this second explanation is worth considering based on the class's conclusions about racially motivated police shooting and transgender rights; their discussions on these days focus on how Plains University students might be affected by the legislation more than on the other speech days.

On the third day of the legislative testimony speeches, I remind myself to "Check assignment to see if they are required to localize testimony." I want to see if Keith specifically asks students to reference local events or if he requires one of the presenters to take on the persona of a local expert. He does neither. Regardless, students consistently reference recent events in the Midwest, in Stephensville, and on campus. The Q&A session following the presentation on racially-motivated police shootings, for example, refers to a recent campus protest about Michael J. Brown, an unarmed black man shot and killed by white police officers in a Midwestern suburb in August, 2014 (Buchanan et al., 2015). This leads to a discussion about whether Stephensville police should be required to wear body cameras. The presenters take turns explaining how their legislation would or would not address body camera requirements, which leads to a discussion about racial profiling by police. Students start sharing stories about racial profiling by Plains University campus police and within a few minutes the class has collectively decided that campus police should be required to wear body cameras. Even students who contest the idea that racially-motivated police shootings are a real problem in the United States, and there are more than a few, argue in favor of body cameras for Plains University campus police. Several students start looking up a recent proposal about body camera requirements for Stephensville policemen to see if it extends to campus police when Keith reminds the class that they are supposed to be asking questions that will help the panel vote on whether to pass the

legislation. After the panel votes and everyone is free to leave, several students stay behind to look up the Stephensville proposal and discuss its implications for Plains University.

Like the Q&A session about racially-motived police shootings, the conversation following the presentations about transgender rights quickly shifts from a national perspective to a local perspective. The team presents arguments on legislation that would protect transgender individuals from discrimination on a national level. The Q&A session following the presentation focuses on policies about unisex bathrooms in Stephensville and unisex bathrooms and dorms at Plains University. The word "unisex" is used in this conversation because one of the presenters explained during her testimony that they are choosing the word "unisex" rather than "transgender" or "transgendered" because the bathrooms and dorms would be "open to all gender identities" and "gender neutral" rather than people who identify as transgender. The purpose of this, she explains, is to make sure that the bathrooms and dorms are a "safe place, an inclusive place," whereas using the word "transgender" might indicate that the space was only for people who identify as transgender. In the scenario that the student is proposing, the unisex bathrooms and dorms would be open to anyone; someone doesn't have to identify as any particular gender identity in order to use the space.

The students in the panel and the audience are hesitant to support transgender legislation on a national level, but are widely in favor of creating more unisex dorms and bathrooms at Plains University. One student points out that the university is building new dorms and it would be easy to designate a floor or section for students who prefer to live in unisex rooms. Many of the students who are not in favor of turning existing dorms or bathrooms into unisex dorms or bathrooms agree that this is a simple solution that would benefit the campus. Similarly, the Q&A

sessions after the presentations on minimum wage and the cost of education tend to focus on local issues and personal experiences as well.

The purpose of the legislative testimony assignment is "to identify, research and portray a group of people who are deeply engaged in a public controversy" and Keith warns students not to focus on personal experiences in their presentations. The presenters abide by this suggestion and take on the perspective of someone else, but eventually, every Q&A session evolves into a conversation about how students can engage with the topics as they experience them, either directly or indirectly. On each of the four days that students present their legislative testimonies, the class discusses personal experiences and opinions, but they don't just share stories, they talk about whether they have power to change what they don't like. They suggest the most practical and immediate solutions to problems that they have experienced or observed. The fact that every legislative testimony presentation produced conversations that tended towards the local and personal is interesting, but is not enough to convince me that the service-learning project had a substantial influence on how Keith's students think about social issues. I find more evidence of the service-learning project's influences in the solutions that students agree on during their legislative testimony speeches and in the language they use to during the speeches and discussions on the speech days.

Students in Keith's class agreed on two things during the legislative testimony speeches, that Plains University police should wear body cameras and that the new dorm buildings should have unisex dorms and bathrooms. However, during discussions about racially motivated police shootings and transgender rights, several students argue against legislation that would create similar programs on a national level. Those arguing against legislation that would protect transgender rights generally cite religious reasons. Several students voice doubts that these are

really widespread problems at all and suggest that instead, a few isolated incidents that have gotten a lot of press, making it seem like they are widespread problems. Students who feel a proposed legislation challenges their faith and students who feel a legislation is unnecessary because the problem is exaggerated or non-existent vote against the legislations that they don't agree with. However, these same students are in favor of implementing similar programs and rules on campus.

At first, I thought that these students could be acting out of self-interest by focusing on campus programs rather than national programs. However, the solutions that the class agrees on won't affect them or most of the other students in Keith's class. Only one student claims to have experienced racial profiling by campus police and no one in the class identifies as transgender. Yet, the class promotes changes that would benefit students at Plains University who do experience racial profiling and transgender discrimination. So why are some students promoting solutions that likely won't affect them at all and either challenges their faith or addresses problems that they don't think are particularly pressing or important?

Students support the body cameras and the unisex spaces, even if they disagree with or don't fully understand some aspects of the situation that makes them necessary in the first place, To me, this indicates that they are starting to internalize the cultural humility concepts from the WAP training and the course. I think the class is willing to promote changes at a local level because they recognize that people in their community are being harmed by racial and transgender discrimination. It is hard to see this on a national level, but students in Keith's class have talked to and met people who identify as transgender and they have witnessed racial discrimination on their campus. Keith's students might not know these people personally, but the fact that his students know they exist and are being discriminated against is enough to make them

want promote programs, rules, or guidelines to help those people, even if those programs, rules, or guidelines conflict with their personal beliefs. The solutions they propose won't affect most of Keith's students, but they can empathize with the people that will be affected. In other words, most of Keith's students do not identify as a person of color or as transgender, but they do identify as part of the campus culture and are invested in making that culture safer and more inclusive.

During the legislative testimony speeches, I also notice that students are using specialized language that I associate with bystander intervention. During the WAP training at the beginning of the semester, Shannon is careful to define words or terms that might be new to students and frequently asks if students have heard them before. During the training, I kept a list of those words or phrases and created a list of insider terms, specialized language associated with the WAP's bystander intervention training, that seemed new to most, if not all of the students (See Appendix B). If Shannon had to explain what the term meant, or if she asked the class if they knew what it meant and at least a few students did not, I added the term to the list. Throughout the semester, students use the language occasionally, mostly when it was in the day's reading assignment, but during the legislative testimonies, words and phrases from my list appear in observation notes more than I can keep track of.

Like most other classes, I take notes during the legislative testimonies via a spreadsheet in my computer. Despite my attempts to keep track of what students are saying, I am certain that I missed many references, but I have record of the following words or phrases appearing at least once throughout the four days: gender-identity, non-binary gender, gender neutral, transgendered, embodying an identity, othering, pronouns of preference, privilege (in reference to race, class, culture, etc. but especially in reference to white privilege), cultural appropriation,

cultural bias, trigger, agency, and microaggression. A vast majority of these words and phrases can be traced to the two speech days on transgender rights and racially-motivated police shootings, but "privilege" and "microaggression" appear in my notes at least once each of the four speech days. "Microaggression" makes the most frequent appearance in my notes, a total of nine times, followed by "privilege", which was used at least seven times. "Transgender/ed" and "cultural bias" are tied for third place, as each was used a total of at least four times. However, I am certain that I made a mistake recording the number of times I heard the word "transgender" or "transgendered", considering the class spent one full day discussing transgender rights. I suspect I heard it so often that I forgot to mark down each time someone said it, which leads me to believe that the class used specialized words and terms far more often than I what I can confirm with my notes. The other words in the list were each used between one and three times.

Its not just that students use specialized language associated with bystander intervention during the legislative testimony speeches, it is that they use the language suddenly, frequently, and accurately. In the conversation about unisex bathrooms, for example, the students adopt the presenter's language after she makes a convincing argument for why "unisex" is a better label for inclusive spaces than "transgendered" or "transgendered" because it is "gender neutral." In making that argument, the student uses language associated with the bystander intervention training to explain how calling the dorms and bathrooms "unisex" will ensure that those spaces are "inclusive" and "safe" for everyone.

In our first interview, Keith notes that the WAP training might be ineffective because the training relies primarily on the "lecture model" of teaching. Students are encouraged to participate, but there is not enough time for students to engage with the content as deeply as he would like. Additionally, students don't have the opportunity to discuss the content without the

presence of an instructor or WAP staff member. Keith mentions that he has considered setting aside a class period for students to discuss the WAP training's content on their own, without Keith or WAP staff in the room, because he feels they might benefit from being able to speak openly about their reactions to the training. I think the legislative testimony speeches provide some evidence that Keith is right about letting students discuss the service-learning project's content without supervision from someone aligned with the WAP. During the legislative testimony speeches, students have more control over the conversation than they have had prior to that point and it is the first time that I see clear evidence that they have internalized the concepts related to the service-learning project. I think the students might benefit from having more opportunities to take control of class discussions about the project's concepts because they seem to engage with the concepts more deeply when they are the ones driving the conversations.

Classroom observations of success: The last class discussion

On the second-to-last day of class, students describe their trainings and I see more direct evidence that students feel the project is relevant. There are sixteen students present during this discussion, which is noticeable because students rarely miss class. Of the sixteen students, two use the word "relevant" to describe their trainings. The first student mentions that a participant said the presentation was "relevant to their lives." The second student says participants were most engaged with the bystander intervention tactics for preventing sexual assault because it was "the most relevant" part of the training, due to recent assaults on campus.

When Keith asks students what they would change to make the campus safer and more inclusive, twelve of the sixteen students say that the campus needs to create more opportunities for discussions about cultural humility and sexual assault like those they engaged in during the class, the WAP training, or their own bystander intervention trainings. Of those twelve, five

suggest the need for more "face-to-face" discussions; four suggest that more people should attend the WAP training or "something like it"; two suggest that there needs to be more places for "safe" discussions than are currently available; and one simply says "we need to have more conversations."

Two of these twelve students also reference the online class that every incoming freshman is required to take during orientation. The online class includes sections on sexual assault, cultural humility, and bystander intervention and the two students who mention the class use almost identical language to describe why it is ineffective: one student suggests getting rid of the online class "because no one takes it seriously" and the other student thinks it should be discontinued in the future because "people won't take anything in the [online] class seriously." I find this interesting because Mike and Georgina also make nearly identical comments about the online class in their interviews while trying to make similar points about the need for more face-to-face discussions. Both Mike and Georgina bring up the online class, saying, "no one takes it seriously", when they are explaining why they think the service-learning project is beneficial to first-year students. In total, at least four of Keith's students feel that the online class should be replaced with more in-depth discussions.

The last student to make a suggestion about increasing safety and inclusiveness is the male student who conducted his bystander intervention training for his fraternity. He suggests showing students "something really freaky and real" in order to "scare the shit" out of them, like the graphic videos of alcohol-related accidents that he saw in a CPR class. While he doesn't describe what this "freaky and real" example might consist of, I think I understand what he is driving at. Students never see concrete examples of the consequences related to sexual assault, racism, or other topics discussed in the class, and further, any discussion about consequences

focuses on the victims of these incidents, not the perpetrators. I think he is suggesting that students need to be "scared straight"; they need to understand that the consequences of being accused of sexual assault or a racially or culturally motived crime are real, and that those consequences can be life altering. I do not include him in the list of twelve because he does not suggest replicating some part of the service-learning project, however, I think his suggestion carries a similar sentiment: the current methods of engaging students with these topics is insufficient.

Classroom observations of success: Conclusion

I think the last three weeks of class are evidence that that project is successful because prior to these last three weeks there are few indications that students think of the project as anything other than a requirement. In the weeks leading up to the legislative testimony, students only talk about the project when Keith reminds them that the project will be due soon, and even then, they mostly ask clarifying questions about what will constitute a passing grade. Additionally, students rarely discuss bystander intervention, sexual assault, or cultural humility, topics that I think of as related primarily to the service-learning project. If they discuss these topics in class, they do so because Keith brings them up or because they are addressed in a reading assignment or freewriting prompt.

During the legislative testimony and the final class discussion, the students' discussions about the project and topics related to the project change substantially. I suspect that during the legislative testimony, this is due to the fact that most students are starting to develop their own bystander intervention trainings and the content and language associated with the bystander intervention trainings has become more relevant. If this is the case, I think it makes sense that students would start to draw parallels between the service-learning project and their classroom

presentations on social justice issues. During the last class discussion, the entire class period focuses on the students' experiences with their bystander intervention trainings. In sixteen weeks of classes, this is the only class I observe that focuses exclusively on the service-learning project, and it seems logical that this is the class in which I find the most concrete examples of the project's impact on students.

In a semester of classroom observation notes, the fact that I find most evidence of the service-learning project's success in the last three weeks of notes reinforces my initial expectations about what a successful service-learning project will look like in a first-year composition course. The students perceptions about the project's relevance to the course seem to change only after the project actually becomes relevant to the course. The project becomes relevant to the course when students actively engage with the project, rather than thinking of it as a course requirement that they will, at some point in the future, have to complete in order to pass the class. Before students are preparing to conduct their own bystander intervention trainings, the service-learning project isn't ingrained with the course curriculum and students don't seem to understand how the project is relevant to the curriculum. In my opinion, the project would be more successful if it was more connected to the rest of the class. I share this opinion with at least a few of the focal students. Georgina, Mike, and Jane each mention that the project and the class seem separate, and that they wish the project was more central to the class, rather than something that is touched on at the beginning and the end of the semester.

Keith's perceptions of the project's success

Keith conceived of the service-learning project while attending a WPA meeting in which one of his colleagues cited research on bystander intervention training practices. Keith' colleague referenced research on campus cultural practices, which suggested student involvement in

bystander intervention was the most effective means of changing campus culture. At that time, Keith was using a service-learning project that he was unhappy with, so he approached some of his WAP colleagues about creating a new service-learning program where his students would learn bystander intervention training techniques from WAP staff before conducting their own.

Keith has many goals and expectations for the project, but they can generally be grouped in the following categories: 1) he wants to teach students cultural humility; 2) he wants to teach students how they can change conversations on campus about topics that matter to them, especially conversations about sexual assault, and 3) he wants to help students understand course concepts that are specific to rhetoric, such as persuasive argument and audience.

I think these goals are closely related to one another and it is difficult to pull them apart or put them in order of importance. I am basing these categories largely on the examples Keith provides when he talks about whether he thinks the project meets his goals. For example, teaching students about cultural humility cannot be entirely separated from teaching students how to change the campus culture around sexual assault. Sexual assault and cultural humility are the two biggest components of the bystander intervention training and the WAP teaches them in tandem for a reason. Students won't learn sexual assault prevention techniques without first understanding how to recognize sexual assault, which requires a certain amount of cultural humility because they have to consider how different races, genders, classes, etc. perceive sexual assault. However, when Keith talks about whether the project is successfully teaching cultural humility, he provides two examples that have nothing to do with sexual assault. When he talks about changing campus culture, he frames it primarily in terms of sexual assault. The three goals listed above are connected, but I think there are enough differences between each goal to warrant a separate category.

In our first interview, Keith mentions that when he was developing the service-learning project, "one of my goals was to get parts of the WAP training into my classroom, specifically their cultural humility training." He wanted to include the cultural humility training in his Rhetoric classes because he felt it would help students understand and engage with his assignments, especially the auto-ethnography and the cultural artifact assignments. These assignments, he explains, "requires them to be able to look at themselves as a member of a culture, which means to distinguish those things that they think are their innermost essence, things that which they have received from the social world around them." Learning about cultural humility, "at the outset," or early in the semester, provides students with concepts and language that will help them understand cultural humility. Keith adds:

> What I've observed in that kind of writing [the auto-ethnography and the cultural artifact assignments] is that having had [cultural humility training] and having to think about how to present things that people sometimes are unconscious of and having had somebody say that these are matters of observation largely, if you attune yourself to see them they will become incredibly apparent to you and if you don't you will blithely go through your life unconscious of what's going on around you. Turning that switch on their attention works to get them to think about being members of various other groups.

Learning about cultural humility in the WAP training, is one way of "turning that switch on," so students are better equipped to recognize and analyze aspects of culture that usually go unnoticed. This reiterates Keith's desire "de-familiarize" students with their own cultures, which he does, in part, to help students consider other people's perspectives on cultures and cultural

norms. Keith wants to challenge assumptions that some of his students might have about culture, both their own cultures and other cultures, specifically, "that their beliefs are natural, that their understanding [is] the way the world is." Ultimately, the WAP training, the service-learning project, the auto-ethnography, and the cultural artifact assignment are means of teaching cultural humility.

As Keith explains why he teaches cultural humility, he provides two specific examples from this semester that indicate the project was successful in changing at least some students' perspectives on culture. Both examples are about students' responses to racially-motivated police shootings, a topic that came up frequently in the class I observed, and which also seems to have come up frequently in his other classes as well. Both examples also come from our last interview, which takes place towards the end of the semester.

When Keith says that cultural humility is important because he wants to "de-familiarize" whichever culture each student identifies as belonging to, I ask what this might look like, and he uses one of his student's auto-ethnographies as an example. According to Keith, the student, who is a male from one of the classes I did not observe, writes his auto-ethnography about learning how to understand his classmate's different perspectives. In order to understand other people's perspectives, the student first has to recognize and understand his own culture. Keith says, "the major transition that he has to make, in his mind, in school, is being in the room with people who are not white and from a rural area," because the student now recognizes that a major part of his identity and cultural understanding come from being white and rural. Later, the student describes how this realization influences his response to the shooting of Michael Brown, the unarmed black teenager who was killed by white police officers. Keith summarizes the student's words:

> I still believe that police officer was defending himself, but I now doubt the way that my friends back home talk about what happened, and so while I'm still in the position that I was, I now understand how somebody might see it entirely the opposite way that I do.

The student doesn't change his opinion about the Michael Brown shooting, but he recognizes that his cultural identity influences how he understands the event. He also has doubts about how other people who share his identity, his friends "back home," talk about the event.

Later in the interview, Keith explains that the students' responses to the service-learning project convinced him to keep using it. After reading student responses to the project, and listening to them discuss the project on the last day, Keith discovered that his students were strongly in favor of the project because it is addressing a need on campus that isn't being met anywhere else; the service-learning project provides students with an opportunity for face-to-face discussions about cultural humility, sexual assault, sexual assault prevention, and bystander intervention tactics.

In one of the classes I did not observe, a male student shared an experience to describe why he and other students need opportunities to discuss these topics face-to-face. The student was involved in a demonstration over the verdict of recent court case, which found white police officers not guilty for killing an unarmed black man. As the student became more involved in the demonstration, he began to realize that his race was an important aspect of his role in the demonstration. Keith explains:

> The verdict hit a couple of his friends pretty hard and he felt like he needed to go to the demonstrations and meetings with them. He's a white man, and I got the distinct impression that he was talking about a couple

> of friends of his who are people of color, and so he then talked about being in space where he did not feel, as a white person, he did not feel like he was the person to take the leading role and he was in planning sessions as well as the demonstrations and he was in planning session and so he didn't feel like needed to be a leader and he actually felt like he needed to function as a listener.

The student used this situation as an argument in favor of continuing the service-learning project, it seems, because through completing the project he became more aware of how his identity affected his perspective, and further, how others might perceive his identity. This student, similar to the student in the previous example, "felt the university needed to do a better job of teaching students how to exist in space in which they were not the dominant entity." For these two students at least, learning about cultural humility did exactly what Keith wanted it to; it taught them that culture influences personal perspectives, and it taught them that they need to consider how individuals from other cultures might have perspectives that differ from their own.

Keith wants to teach students cultural humility, in part, because he thinks it will help them be better students. Being able to analyze different values, beliefs, and assumptions about culture, he explains, is "important intellectually for understanding difference between the way an economist thinks about things and a sociologist and a physicist", which is, "tightly connected to the intellectual work you do in becoming a major." Learning about cultural humility through the WAP training helps Keith's students understand the auto-ethnography and the cultural artifact assignments, and it can help them with the intellectual work they will use in their major. He also acknowledges that he thinks it's "really important politically to unsettle people's complacency with what they think." Cultural humility "unsettles" students' complacency by challenging their

assumptions about their cultural identity and making them more aware of other cultural identities. However, this isn't the only reason Keith wants to disrupt his students' complacency. He also wants to show them that they have the power to change how other people on campus talk about topics like cultural humility and sexual assault.

As Keith mentions in his first interview, he was inspired to develop the service-learning project after learning that bystander intervention was an effective method for changing campus culture. In particular, he wants to change how Plains University addresses sexual assault. Keith provides two specific examples of how the service-learning project is helping students confront cultural norms that they don't like by taking an active role in trying to change how people talk about those norms. The first example is related to Plains University's tactics for teaching students about sexual assault and bystander intervention. The second example is not related to Plains University at all, but Keith views it as evidence that the project is teaching students how to take active roles in changing cultural norms.

In his October interview, Keith talks about using a different service-learning project for the spring semester because students, in general, are becoming more resistant to the project. He knows that his students are exposed to bystander intervention through the online orientation course, and possibly elsewhere, and he is beginning to wonder if students are benefitting from the project or if they are already learning the content elsewhere. In the interview at the end of the semester, he explains that the students' responses to the project have convinced him to keep it because they believe the project is more effective than the online course. Keith explains:

> They're saying, 'yes we are getting the material about bystander education and sexual assault but we're getting it in, we're being talked at in [the online course] and we are being forced to take this video or this web

training and so the information is there but it's not real to us in the way that it becomes real when we talk face-to-face about it'.

This is similar to what I hear from focal students and what I hear on the last day of class. Students don't seem to think the online course is very effective and would rather have discussions about these topics face-to-face.

Keith explains that he heard similar claims from each of his classes and that these interactions helped change his mind about whether he should continue the project. Students are being exposed to the project's content outside of his class but that exposure doesn't help them make the connection between the content and their real, lived experience as students at Plains University. When students describe the project during the final class discussion or in their written reflections, they are making a connection between the content and their personal experiences. In our first interview, Keith wonders aloud about students being repeatedly exposed to the project's content, and asks, "In a world where they have already heard it two or three times, and from the professionals, does it make sense for them to be hit with it again by peers?" In our last interview, Keith seems reassured that the answer to this question, is "yes." After listening to students explain why the service-learning project is useful, it is clear to Keith that face-to-face interaction, including peer-to-peer interaction, is more effective than the online course. As long as students aren't presented with consistent opportunities to engage in bystander intervention outside of his class, the project still has a place at Plains University.

While one goal of the project is to engage students in changing the conversations about sexual assault at Plains University, students are using the project to challenge cultural norms about different issues as well, which seems to surprise Keith a little, albeit in a good way. He explains:

> A couple of people, that I wouldn't have expected it to come from, including two [Stephensville] kids, gave a really impassioned speech about how badly [Stephensville] high school deals with potential suicide and so they went back and instead they did bystander education with a couple of high school classes in one room.

The students who conducted this bystander intervention training explained that they chose to talk to high school students because they didn't think they could "change the university," but they did think they could teach high school students "about recognizing signs of depression in their friends and what they can do to solve it." These two students, who went back to their own high school, seem to have done so because they didn't like how the school presented depression and suicide to them when they were students and they saw the project as an opportunity to offer a different perspective. While Keith admits that he feels "gloomy" when students say that don't feel like they have the power to change the campus culture, he was happy that some of those students still believe they have the power to affect other cultures. He says, "I'm sitting there going, there is one kid at [Stephensville] high school that feels just a little bit better", which he thinks is still a great outcome, even if that wasn't what he originally intended for the project.

Some of Keith's goals for the service-learning project are teaching outcomes. The project is designed to expose students to cultural humility and to show students how they can take active roles in important conversations, but it is also designed to help students practice concepts and skills that they would learn in any Rhetoric class. Specifically, the project helps advance the Rhetoric curriculum by presenting students with a unique forum in which to practice what they learn about audience and persuasive rhetoric

In our final interview, I ask Keith why he feels so strongly about teaching cultural humility in a Rhetoric course. He explains:

> Rhetoric, fundamentally, is about crafting messages for an audiences and so understanding that not all audiences are going to respond to the same tone, the same kind of argumentation, the address, is really important to somebody who is going to be doing any kind of writing or speaking. People who are arguing proceed out of different modes of belief and that comes from their life experience, and so you cannot assume that people will be persuaded by the same underlying assumptions that you have.

Cultural humility is useful because it helps students recognize their own assumptions and then consider how those assumptions are driving their argument. It also teaches students how to recognize other peoples' assumptions, namely the assumptions of the people in their audience, and then consider the counterarguments that members of their audience might present. In other words, one of the primary reasons Keith teaches cultural humility is because he thinks it will help students understand their audience and craft more persuasive arguments.

Keith also talks about audience when he discusses the service-learning project's design. Audience is a tricky concept in any course with substantial writing or speaking components because it is difficult to teach students about audience without having them engage with realistic audiences. In most courses, the students' audience is the instructor, because the instructor grades their work. Keith recognizes "the necessity of engaging in other kinds of communication, the necessity of having students go out into the community and actually directly experience things" rather than just "reading about them." The service-learning project functions as an opportunity for students to practice different types of communication with a relatively diverse audience and

to gain feedback from that audience. This is an opportunity that Keith feels is best when it is presented outside of his classroom. He doesn't grade these presentations based on audience feedback because, he explains, "this is what real speaking is, you're not going to get a grade, you're not necessarily going to know whether or not you sparked something."

Keith also explains that he wanted students to present with WAP members because he thought they "would be able to see the audience from a step back, and we could do some work with analyzing what works and what doesn't work." If students conducted bystander intervention trainings with WAP staff, they would have more time to focus on their presentation and speaking skills rather than building the presentation content, which would give the class more time to focus on their experience with a realistic audience.

Of Keith's goals for the project, it seems to me that the most important goal is exposing students to cultural humility, bystander intervention, and information about sexual assault and sexual assault prevention at Plains University. Keith was thinking about dropping the project from his curriculum because students were already being exposed to these topics in their orientation and through the online course that they took before the semester. When students told him that the project was useful, despite being exposed to these topics elsewhere, he changed his mind and decided to keep the project. After this semester, I think Keith plans to alter the project a little. He mentions that he thinks the class should spend more time on class discussion after the WAP training, for example, and he is thinking about giving students time to have those discussions "without an adult present," so that they can be open about their reactions to the training. However, I expect that the general structure of the project will stay the same, as long as Keith feels that the project is still meeting a need on campus.

Shannon's perceptions of the project's success

One of my primary concerns about service-learning is that the scholarship on service-learning tends to overlook or diminish the community partner's role and rarely considers how the community partner assesses outcomes (Blouin & Perry, 2009; Bortolin, 2011; Bringle, Clayton, & Hatcher, 2013). When I started designing this study, I was careful about making sure I included the community partner perspective, which for this project is the WAP, and when I interview Shannon I am excited to learn what she thinks about the project. Based on my impressions of the project, even after talking to Keith and his students, I have to admit that I am expecting criticism. Instead, Shannon is so enthusiastic that I am assume I have made some sort of mistake, like forgetting to ask her about the project's low points. After transcribing the interview and returning to it many times, I think the closest Shannon comes to criticism about the project is when she acknowledges that teaching six hours of workshops in one day can be "exhausting", or that some of Keith's classes are noticeably more resistant to the workshop than others. However, she makes these types of statements, without exception, to explain why she loves the project. Here, for example, is how the word "exhausting" comes up in the interview: "I really enjoy the program a lot and have seen so much benefit come out of it. It's is one of my favorite things to get to do throughout the year. I mean its exhausting, it does take a lot of work, but we do so many workshops every week that it, it's one of those that you look forward to." Shannon is, by far, the biggest advocate of the service-learning project out of everyone I spoke to.

When I ask Shannon to describe the purpose of the service-learning project, she describes the project while pointing out how the project benefits the WAP and, more broadly, Plains University and Stephensville. After looking back at the interview, I think her description of the

goals and benefits overlap because Keith's service-learning project meets, and often exceeds, the WAP's goals and expectations. This makes sense for two reasons. First, Keith and Shannon have a strong, collaborative working relationship. They created and refined the project together, and as far as I can tell, they respect each other's expertise and opinions. They are familiar with each other's programs; Keith is a member of the WAP and Shannon has worked with instructors in the Rhetoric program for years. As a result, they seem to understand each other's expectations and goals for the project. Second, the WAP's goals for the project are fairly easy to reach. This is not to suggest that the goals are unimportant or insignificant. Rather, I think it is an indication that the service-learning project is well designed in terms of meeting the WAP's goals.

When I ask Shannon to describe the purpose of the project, she says, "For us, I mean there are multiple, I don't know, goals or outcomes or things that this helps us to get across." Most of these goals and outcomes are associated with the WAP's violence prevention efforts, and although Shannon covers a lot of ground during our forty-minute interview, the project's benefits can be grouped into four major categories. The service-learning project helps the WAP: 1) work with a large number of students shortly after their arrival at Plains University, 2) foster close relationships with those students, 3) assess the WAP's affect on student behavior over time, and 4) meet the CDC's recommendation for working with "curriculum infusion" courses. All of these goals are tied to the WAP's outcomes for violence prevention programming at Plains University and I get the impression that the partnership between Keith and the WAP has become an integral part of the WAP's violence prevention programming.

The service-learning project provides the WAP with an opportunity to engage with first-year students, a demographic that the WAP does not interact with as much as Shannon would like. The semester I observe Keith's class, he is teaching three sections of Honors Rhetoric that

include the service-learning project. Keith is a lecturer and typically teaches three or four sections of Rhetoric each semester. If each class has twenty students, then Keith brings between sixty and eighty students into contact with the WAP each semester. Keith has been teaching this project since 2012, or at least six semester, counting this semester, which means the partnership between Keith and the WAP has included somewhere between 360 and 480 first-year students. This is beneficial not only because the WAP gets to interact with a substantial number of students, but also because those students are new to campus. She explains:

> Its always amazing, early in student's time here at [Plains University], I mean at any time, to have a touch point with them, to work with them, have these conversations, getting them to, you know, be thinking about these different topics […] the earlier we get to work with students the more time we get to work with them. We can start to get them on that journey if they haven't already begun it or, you know, push them along that journey, get them to think about these things that then I think sets them up to be a better student and person in general.

The journey that Shannon refers to here is the journey towards greater social awareness, social responsibility, and cultural humility. The earlier the WAP can interact with students, the more likely it is that they will be able to support students throughout that journey.

Shannon adds that the workshop they use in Keith's class helps the WAP fulfill the broader violence prevention efforts at Plains University because they get to spend more time with Keith's students than do with students who might attend similar workshops:

> We're trying to reach a wide number of students, and the right students as well, and have a good amount of time with them, and so this gives us the

> time to reach them and its not just a fifteen minute workshop [where] we never see them again, we get to come in twice and really work with them during a two hour period and build those relationships.

Building relationships with students is important to the WAP and Shannon notes that the relationships that she establishes with Keith's students are unique because they tend to last. She has noticed that Keith's students often revisit the WAP after the class is over:

> They come back and they join our groups or they help to set up workshops or they want to *be* a part of something we've got going on and I mean, our job is to serve students so, as long as they're coming and using our resources and they're engaged with us, that's a huge benefit to us.

Additionally, Shannon observes that students from Keith's class who return to WAP are not always the students she expects to see again. She provides one specific example but explains that the incident is just one of many. In this example, Shannon describes an interaction with a close female colleague, I'll call her "Janet", who Shannon had worked with at the WAP for years. Shannon was telling Janet about a workshop that hadn't gone well. Shannon was feeling bad because she wasn't able to understand where the students were coming from. The students were resistant, and Shannon was upset because she wasn't able to connect with them or make any meaningful progress. Shannon was surprised when Janet told her that as a freshman, she would have had a similar reaction to the workshop, as she was also resistant, skeptical, and difficult to connect with. Janet told Shannon, "it's the presentations like the ones you all do that made it click for me, and I started to think about, you know, my attitudes." Shannon had no idea that Janet was a formerly resistant student because Janet was so involved with the WAP and had been

one of their most vocal advocates for years. Situations like these, Shannon explains, remind her "this is why I do it".

Because Shannon has so much interaction with Keith's classes, she tends to run into his students often, which is beneficial to the WAP because they can maintain consistent contact with students through their time at Plains University. These students also help the WAP construct a narrative about how the workshops and the service-learning project affect student behavior. Shannon explains:

> I've just bumped into so many of Keith's students both at work or like the grocery or anywhere and they've been like 'you came into my class and you know because I was in that workshop X, Y, and Z happened,' or, 'here's a way I intervened or here's something I'm doing now,' and that's huge for us. That's huge.

This narrative is important because it's difficult to assess how the workshops affect students, especially after months or even years have passed. Shannon says, "assessment is huge for us and it's those stories that help us measure behavior change, because it's really hard to measure behavior change with students." Keith's class ensures that the WAP makes contact with new students every year and those contacts help the WAP gather data about their program's outcomes. More specifically, the stories help the WAP gather data that similar programs are struggling to find. Shannon says, "to see behavior change, that's the huge thing everyone's reaching for right now." Because changes in behavior are difficult to measure, stories that include examples of how students use what they learn in the workshops are important sources of data for the WAP.

Shannon also mentions that working with Keith's class helps the WAP meet one of their comprehensive violence prevention program goals because it is a "curriculum infusion" course. The term "curriculum infusion" is new to me, at least in reference to violence prevention programs, so I ask her to explain what it means. She replies, "the Center for Disease Control has put out a number of recommendations for comprehensive sexual assault prevention programs on college campuses and curriculum infusion is a big part of those [recommendations]". I don't know why, exactly, but the fact that the CDC has guidelines for comprehensive violence prevention programs seems odd, so I decide to look it up.

Curriculum infusion, is a practice outlined in, "Shifting the paradigm: Primary prevention of sexual violence" (2008) a toolkit for comprehensive violence prevention practices on college campuses that was published by the Centers for Disease Control and the American College Health Association. The description of curriculum infusion in this document is vague. The toolkit claims, "It is critical that colleges infuse messages about healthy sexuality and sexual violence prevention into the curriculum at all levels." The same document later states that academic affairs should "educate students on primary prevention of all levels of sexual violence through curriculum infusion". Beyond that, however, there is no further explanation of how this can be accomplished or what curriculum infusion might consist of. I can't find links or citations related to either of the two statements about curriculum infusion, so I look for a more comprehensive description of curriculum infusion on the CDC website and the ACHA website, before turning to scholarly articles. However, I can't find any other curriculum infusion guidelines associated with the CDC. Either Shannon and I are looking at very different documents or I am missing the point, because based on this document alone, the term

"curriculum infusion" is more of a suggestion than a set of guidelines. I emailed Shannon to ask if I was looking at the correct document, but have yet to hear from here.

From what I can find, the CDC and ACHA promote discussions about "healthy sexuality and sexual violence prevention" in classrooms where those discussions are not usually part of curriculum in order to engage students and instructors in more conversations about sexual violence and sexual violence prevention. A class that includes discussions about "healthy sexuality and sexual violence prevention" is, by CDC and ACHA's standards, a curriculum infusions.

Curriculum infusion at Plains University, on the other hand, is similar to service-learning. According to Shannon, curriculum infusion at Plains University consists of "infusing" a curriculum with violence prevention efforts to create a class or project that advances both violence prevention and the course curriculum. She describes a curriculum infusion class as "when you're working with faculty who teach classes to bring whatever content or topic area in, I don't want to say infuse, but input it into their curriculum in a way that makes sense for the curriculum but also you know, shares those topics." "Those topics" that she refers to in this description are the topics that the WAP is brought into the class to teach. In curriculum infusion classes, Shannon or someone else from the WAP provides expertise on a specialized topic, such as violence prevention, that falls outside the typical course curriculum while the class and the instructor provide expertise on the course content. The WAP and the class work together to create projects that promote violence prevention while engaging students in hands-on learning experiences specific to the course's content. For example, Shannon describes a recent curriculum infusion project with a course on computer and human interaction:

> Students spent a semester developing applications, computer phone applications that would help to prevent sexual assault in [Stephensville], and so it meets the needs of the class, […] they get to learn about bystander intervention, about sexual assault, about sexual assault prevention and then spend a semester applying the skills that were important to that class.

Students learn to build smartphone apps by practicing a skillset that is, as Shannon puts it, "important to that class." In order to build apps that will actually help prevent sexual assault, students also have to understand how, when, why, and where sexual assaults occur in Stephensville. Based on Shannon's description, the class is an example of curriculum infusions because the course project advances the curriculum as well as the sexual assault prevention program; by the time students finish the course, they are well versed in the processes required to build a smartphone app from scratch and they also understand sexual assault and sexual assault prevention.

Keith's class, Shannon explains, is one of a handful of courses at Plains University that meets the criteria for a curriculum infusion class, and as far as Shannon can recall, it's met that criteria longer than any other. "The partnership we have with Pat's class is, I think, one of our strongest components when it comes to service-learning curriculum infusion, I mean its wonderful, the benefits that we get from it," she says. Keith's course is a curriculum infusions course because when Keith's students prepare and conduct their bystander intervention trainings, they are practicing rhetorical skills because they must use, among other skills, critical thinking, writing, speaking, presenting, and persuasive arguing skills.

The partnership between Keith and the WAP seems to fulfill several of the WAP's goals related to sexual violence prevention programming at Plains University. The WAP is looking to expand their programming and Keith's class consistently brings first-year students and the WAP together. Shannon and the WAP created a workshop specifically for Keith's service-learning project and the workshop covers topics that are important to Keith and the WAP because they are relevant to the Plains University community, and by default, Stephensville, where many Plains University students live, work, and socialize. The workshop covers topics such as bystander intervention, sexual assault and violence prevention, and cultural humility, which fulfill the goals and outcomes that Keith and the WAP care about and agree upon. The unexpected outcomes, such as students maintaining contact with the WAP, are added benefits that makes the partnership between Keith and the WAP stronger.

CHAPTER SEVEN: STUDENT PERCEPTIONS ABOUT THE PROJECT'S SUCCESS

In Chapter 6, I observe that the focal students resist the project and the class differently, but they occasionally share criticisms about the project. For example, every student I interviewed mentioned feeling unprepared to conduct their own bystander intervention trainings and Georgina, Mike, and Jane all mention that the project feels separate from the course curriculum. Similarly, the focal students seem to perceive the project's goals and its successes differently, but they seem to share some opinions about the ways in which the project is successful.

Mike

Mike is the only focal student who brings up the fact that Keith and The WAP have different expectations about the project's outcomes. During his interview, he qualifies opinions about the project by prefacing them with statements like, "well, I think for the purposes of Keith's goals," or, "in terms of what the WAP was after." I find his awareness of Keith and The WAP' goals interesting, so I ask him outright what those goals are. When I ask Mike what he thinks Keith's goals are, he says:

> Well, I think that there are two options. One of them was that he thought that by way of us doing, having agency over our own bystander intervention presentation, we would not only learn by doing by presenting and learn more about the issue and hopefully impact our lives and those of the [participants]. So in that sense, that idea is that [Keith] is trying to not only make us understand the issues better but also hopefully impact through sending his kids out through the community and doing their stuff, his goal was sort of to spread awareness and ways to address the issue. Another would be that his goal was to sort of show us how to be activists

> in a certain sense, which was essentially, as I understand it for the same reason we had to do a service learning project in AP government, so rather than him attempting to achieve specific ends, [Keith] thought this was a particularly good way of teaching us how to be involved in the community. And, if you want to extrapolate even further, have rhetorical strategies that we can use and in this particular case […] certain choices we make in language we create. The second idea is that he thought it would, like, educate us by having the [WAP] come.

Mike also tells me what he thinks the WAPs goals for the project are, although he does not make a single declaration about the WAP's goals as he did with Keith. Instead, Mike describes what he thinks the WAP's goals are over the course of the interview, and I have to refer to the interview transcript to collect his thoughts about the WAP's goals and expectations for the project. Mostly, he references the WAP's goals when he explains how he disagrees with the WAP training.

Mike thinks that the WAP's primary goal is to teach the class how to conduct bystander intervention training. In the previous chapter, where I explore Mike's resistance to the project, he explains that the thinks the WAP failed to meet this goal because he and the other students don't feel prepared to conduct their bystander intervention trainings. He believes this failure is due, in part, to a different WAP goal: the goal to complete the training, in the time allotted, by following a "formula" consisting of pre-determined topics and the activities. The WAP failed to teach bystander intervention training because they were too focused on getting through the checklist, which made it more difficult for students to ask questions, or for the class to have discussions about their reactions to the content presented during the WAP training. Mike also suggests that

one of the project's general goals, shared by Keith and the WAP, is to get more people involved with the WAP.

When I compare Mike's description of Keith's goals with how Keith describes his goals for the project, I think Mike's description is fairly accurate. Unlike Keith, Mike never identifies exposing students to cultural humility as a specific goal, but he does understand that one of the project's purposes is to teach students the rhetorical skills that will make them more persuasive when they conduct their own bystander intervention trainings. When I compare Mike's description of the WAP's goals for the project, he doesn't identify many of outcomes that Shannon talks about, however, he does seem to pick up on the fact that the WAP wants to expose more students to the bystander intervention training and that, in general, they also want to engage with more students.

I think Mike's descriptions of Keith and the WAP's goals is interesting because while he understands some of their goals, he doesn't seem to consider others. It makes sense that he would be able to identify more of Keith's goals because Keith's goals are more similar to his own than the WAP's goals. Mike doesn't have to consider running a large-scale violence prevention program, for example, but he does think about how to make his training rhetorically sound. Additionally, Keith describes his expectations for the project in class discussions, so it seems that Mike *should* have a better understanding of Keith's goals. Yet, to some extent, Mike's expectations about the WAP or Keith's goals for the project seem to be based on his own experiences with the project. When Mike criticizes Keith or the WAP for failing to meet goals, for example, he tends to frame those criticisms in terms of his own expectations for the project, or how he sees other students engaging with the project. In other words, his assumptions about

each participant group's goals are based on his experience with the project as a member of the student participant group.

Mike's tendency to view everyone's role through the lens of his own role is not unusual and I suspect that if I had asked other students to describe Keith or the WAP's goals I would have heard similar responses. Students who engage with service-learning don't automatically or inevitably understand the other participants perspectives, even when they work closely with those participants. Many service-learning scholars (Clayton, Bringle, Hatcher, 2013; Eyler & Giles, 1999; Hurd, 2009; Jacoby, 2009) promote structured reflection as a way to help students think about the larger implications of service-learning because students have a tendency to focus on their own experience (Clayton & Ash, 2009).

Even when a service-learning project is well organized and includes structured reflections there is no guarantee that students will acquire a full understanding of the broader goals and implications associated with the project. A recent study of service-learning outcomes, "Assessing Learning in Service Learning Courses Through Critical Reflection" (Molee, Henry, Sessa & McKinney Prupis, 2010) tested student learning in three areas: academic advancement, personal growth, and civic engagement. The study found that, "students were, in general, able to identify and describe concepts in the academic-enhancement and personal growth areas", however, "more than one-third of students were unable to identify and describe a civic engagement concept. None were able to fully evaluate a civic engagement concept". Additionally, the study found that first-year students struggled with identifying and describing civic engagement concepts more than upper classmen. Considering that the service-learning project in Keith's class didn't include structured reflection and that Keith's students are new to service-learning, it probably shouldn't be a surprise that Mike didn't understand all of Keith or the WAP's goals for

the project. However, I am curious about how Keith or Shannon would respond to Mike's assumptions about their goals. I wonder if, for example, the fact that Mike never brings up cultural humility means that something is being lost when Keith describes his expectations for the project to his students.

While most of my interview with Mike focuses on his skepticisms about service-learning and his criticisms of the project or the WAP training, he believes that Keith should continue using the project because there are aspects of the project that have potential. At the end of the interview, Mike says, "I think the project has, if somebody is serious about having a service learning project, [if] this is something we want to do, I think this is a good topic to use." He feels that the content included in the project is important because he thinks preventing sexual assaults on campus is a worthy goal that deserves attention. Additionally, he notes that sexual assault and sexual assault prevention are topics "that I think students would be particularly good at talking to their peers about." Mike suggests that Keith integrate more research on service-learning in the project, because, "if he could establish some guidelines as to how he wants it done, or how he plans on educating people about how to do it, I think it could become a very good project. I think it could be one of the few examples because of the topic and because of who he's working with, that might actually be worth something." Ultimately, Mike thinks the service-learning project is ineffective, and that Keith and the WAP are failing to reach some of their most fundamental goals for the project. Mike has more criticism about the project than anyone I talk to, however, he also believes that Keith's project is "one of the few" service-learning projects worth pursuing.

Mary

When I interview Mary, I learn that her experience with the service-learning project is mostly unpleasant. Completing her bystander intervention training seemed to be an exercise in

overcoming obstacles, many of which were out of her control, and when I try to imagine how I would have reacted to the same situation during my first semester of college, I come to the conclusion that Mary handled it beautifully. When I ask her about the high points of the project, she says, "I guess a high point would be that it forced me to step out of my comfort zone a little bit." Even though she is frustrated with her experience, her frustrations are related primarily to events that she had little control over: the project was changed, her RA was not helpful, the technology failed, etc. Despite her frustrations, the first thing that comes to mind when I ask about the best part of the project is the fact that the project challenged her to do something that made her uncomfortable. She doesn't hesitate or take time to think about this response. Her written reflection elaborates on why the experience was a high point despite the discomfort. She writes:

> I learned that public speaking is not as bad as I thought and much better with a partner. I think this particular public speaking wasn't horrible because even though I only say the occasional hi to the people who I presented to, there was nobody there that would make fun of me, which is a constant irrational fear of mine.

It seems as though Mary was assuming the worst, that her participants would make fun of her and that the experience would be "horrible". I am happy that conducting the training wasn't as bad as she assumed it would be. I wouldn't go so far as to say that she enjoyed conducting the training, but she recognizes that it forced her to step out of her comfort zone and, in this case, it was ultimately beneficial. For Mary, I think the project is successful *because* it was uncomfortable, although I don't blame her if she doesn't want to repeat the experience any time soon.

Mary also touches other outcomes that indicate the project was successful in meeting some of Keith and Shannon's goals. In her written reflection, Mary states "I learned a lot about myself during this process. I learned how hurtful my words and actions are." She explains that she learned the importance of "standing up for others" as a bystander to "[stop] the situation from escalating." "Even if you don't agree with them", she adds, "you still need to stand up for them." Mary also notes that when deciding whether a situation requires intervention, "I've learned that my instinct is probably right." For Keith and Shannon, one of the project's goals is to teach students basic bystander intervention techniques. Mary indicates in her written reflection that she learned intervening is important and that she learned trust her instincts about whether she should intervene. Additionally, one of Keith's outcomes is to teach students cultural humility. While Mary is not specific about which of her words or actions are "hurtful", she indicates greater awareness about how her behaviors might affect others. Mary never mentions these outcomes in her interview. Reaching these outcomes may not have been among her personal goals for the project, but she brings them up when given the opportunity to reflect on the experience, which I consider an indication that the service-learning project successfully teaches Mary some basic bystander intervention techniques and increases her cultural awareness.

Jane

In our interview, Jane has far more to say about the class, specifically the writing assignments, than the service-learning project. She isn't evasive when I ask her about the project, but she doesn't elaborate like she does when I ask her about the class. If I could do our interview again, I might press her a little more because out of all the focal students I feel like I know the least about her perspective on the service-learning project.

When I ask Jane about the high points of the project, she says, "It was pretty painless. I mean, like, it was nice working with [her partner] because we're friends so that was nice. It was pretty painless really, I mean it didn't take us very long to put together and if I did make a difference that would be nice, but I don't think I did." Part of the reason Jane doubts that her presentation had an impact on her participants is because her participants had already seen a similar training by one of Keith's other students. Jane acknowledges that neither she nor the participants took the training very seriously because it was, as Jane says, "kind of redundant." However, when I ask if she feels that the project prepared her intervene as a bystander, she responds, "Yeah, I think so." She is hesitant to say the project successfully taught her bystander intervention techniques; she points out that she has never witnessed a situation "in real life" where she felt the need to intervene, so she doesn't know with certainty that how she would respond. She adds, "I don't have enough of like an inner dialogue, so I feel like it would just be like, a knee jerk reaction […] You know in films where its like, the cliché, 'Hey! Why don't you pick on someone your own size?' says like, the smallest person. I feel like that is what would happen if I intervened." Later, I ask if she feels prepared to intervene if she were to find herself witnessing a potentially harmful situation. She says:

> I think I would be. I just really don't like go out much, so I've never like seen it but I think in the event that I did see it I would definitely, well, not definitely, I would probably do something. Like, it depends on what the situation was, like if I saw a girl being roofied I would definitely do something but if I saw like, two guys fighting, I don't know.

My immediate response is that these two scenarios – a girl being drugged or two men fighting – are two very different situations. After I say this, Jane laughs, "Exactly, but if it was someone like, being taken advantage of I like to think I would do something."

Jane is hesitant to make a definitive statement about how she would act in a hypothetical situation, but she likes to think that if she needed to intervene she would and that she would be prepared to intervene appropriately. Mike and Mary make similar qualifying statements when they talk about intervening; they think they would take action but they also stop short of saying that they are *certain* that they would take action. I don't think these statements imply that Jane, Mike, or Mary didn't learn bystander intervention techniques, rather, I think it they are being honest about the fact that they don't know how they would respond to a potentially harmful situation.

Additionally, I think the two scenarios Jane presents in her response might indicate a general awareness about when it is safe to intervene and when it is not. The bystander intervention guides I have seen, including the book (Berkowitz, 2013) Keith uses in his class, present similar dichotomous scenarios as examples of when it might be safe to intervene on one's own and when it is dangerous to intervene on one's own. If Jane did witness a physical confrontation between two strangers who were both larger than she is, she could go get help or alert authorities, but her instinct to avoid becoming directly involved is a good one.

Jane doesn't think that her training was very effective and unlike the other focal students, she doesn't have a very strong reaction to the service-learning project. She doesn't go into as much detail about the project as other students and there isn't much in our interview to indicate that the project made a substantial impact on her. As far as I can tell, there is no evidence that the project increased her cultural humility or taught her more than a few basic facts about sexual

assault prevention. Jane is an exemplary student. From what I observed, she is dedicated and serious about her studies. In our conversation, she is often reflective about her academic experience and how it does, or does not, meet her expectations. Twice during out interview she mentions that she rarely goes out and that she spends most of her times studying or reading. I don't get the sense that her involvement in the project has to do with the quality of her scholarship, but rather that the project, for whatever reason, just wasn't very important to her. Out of all the focal students, it seems to me that the project was least successful for Jane.

Georgina

In her reflection about the service-learning project, Georgina writes, "It was a weird dynamic for me. I like comfortable situations," adding, "this put me way out of my comfort zone. Which is a rather difficult thing to do." Like Mary, Georgina feels the project pushes her outside of her comfort zone, and like Mary, Georgina seems to recognize this isn't necessarily a bad thing. Despite feeling uncomfortable at first, she notes, "I felt really good when it was over."

When I ask Georgina what she thinks is the purpose of the service-learning project, she explains:

> I guess part of it, I felt like, was to better train those of us in the actual class about how to have discussions about these kinds of things, um, and to better intervene and be prepared to go into those situations, but then I also think that, that the strength for us, they wanted to show us that it can be carried over and that we can therefore show other people how to do the same thing and it doesn't have to be someone who is necessarily a professional in it to be like hey, 'there's a problem and like, everyone should be able to help fix that'.

In this explanation, Georgina lists three distinct outcomes that she thinks the project is supposed to achieve: 1) the class should learn how to discuss topics related to the service-learning project, which are topics related to cultural humility and sexual assault, 2) students should learn how to intervene if they are bystanders who witnesses a potentially harmful situation, and 3) students should learn that they are capable of sharing the knowledge from the first two points with others. During our interview and in her reflection, Georgina provides examples of how, for her, the project succeeded in meeting each of these outcomes.

In the previous chapter, I discuss Georgina's resistance to the project, and like other students, she was disappointed that she would not conduct her trainings with a WAP staff member. Because she initially planned to conduct the training with someone from the WAP, Georgina notes that the training "didn't quite go in my head how I had thought it would go originally, at the beginning of the semester." Yet, while Georgina might be disappointed by this change, she doesn't seem disappointed with how her training went or her overall experience with the project. She mentions that the beginning of the training was awkward, but "towards the end, people started opening up more and gave their opinions. They opened up beyond the head not and actually participated. It was good to see, and it made me proud of them." This perspective on the training, that it was awkward but worthwhile, seems to align with Georgina's view about the service-learning project in general. Whenever Georgina talks about the project, she mentions that at times it was awkward or uncomfortable, but beyond that, her comments about the project are positive, and she is proud of herself and others for participating in it.

I get the impression that Georgina takes the project very seriously. Her calm and steady demeanor likely has something to do with this as it makes her seem like she takes everything seriously, but the project also seems to have affected her day-to-day life more than the other

students I talk to. She is, for example, the only student who mentions using bystander intervention techniques from the service-learning project outside of class. When I ask her if she thinks the project has helped prepare her to "be a bystanding intervener" (my words), she tells me the following story:

> To some extent yeah, it definitely, like it makes me more aware of things, um, like right after [the WAP] came to talk to us um, I was walking back to my dorm one night and there was a guy and girl sitting on a bench and the girl looked kind of like she was just zoning out and she was in the corner and they guy was just like trying to wrap his arms around her and so I was like, 'oh my gosh, what's going on' so I kept looking at them and I kind of like fast walked into [the dorm building] and I saw a guy that I knew and I was like, 'hey, would you come look at this with me?' and so he ended up like, going out with me and asking if the girl was okay and she said she was fine, so it was kind of like me just blowing things out of proportion, but in that way, it's kind of like, definitely made me more aware of things and it makes me like, kind of look at things more closely and notice when someone says something. Like 'that really probably wasn't the best way for you to say that', so, I like to think that it's making me better.

I find this story compelling for two reasons. First, Georgina applied what she learned in the WAP training to a real situation within a short period of time. She mentions that this incident took place "right after" the WAP training, so within a few days, perhaps a few weeks, she was able to recognize a potentially harmful situation and knew how to intervene. Second, Georgina's story is

eerily similar to a hypothetical scenario I came up with before I started my interviews. I came up with the scenario in case I needed to "test" whether students learned bystander intervention techniques. I planned to ask each focal student if they felt the project had prepared them to intervene as a bystander and if the student didn't know I would present the scenario and ask the student what they would do. My hypothetical scenario is:

> You are walking through campus by yourself at night and you see a girl who is very intoxicated with a guy who looks to be taking her home. Something about the situation sends up a red flag: she is incoherent or seems distressed, he is being very touchy-feely with her, whatever it is, it doesn't seem right. What do you do?

I hadn't considered the possibility that I wouldn't need to use this scenario because a student already experienced it. For the record, Georgina responded to the situation perfectly. She recognized that something could be wrong, she took responsibility for intervening, and she intervened safely (Berkowitz, 2013).

To me, the fact that Georgina successfully used bystander intervention techniques indicates that the project successfully taught her those techniques, which Georgina thinks is one of the project's purposes. In addition to preparing her for intervening in real-life situations, Georgina feels that the project has helped her become more aware of her surroundings. Between knowing how to intervene and being aware of her surroundings, she seems to be confident about her own safety. She says, "I have like, my pepper spray and my rape whistle, so like, I'm just like, when I go walking by myself I'm like, 'I got this', not that I necessarily go walking by myself a lot in the dark." The pepper spray and rape whistle are gifts from her mother, who insisted that Georgina carry them after attending a safety presentation during orientation. The

presentation was intended to reassure parents that their children would be safe on campus but had the opposite effect on Georgina's mom. Based on what Georgina tells me, her mother wasn't worried about her safety before attending the presentation, at least not enough to believe that Georgina needs a rape whistle and pepper spray. Whatever her mother learned during the presentation made her want to protect Georgina. It makes me wonder if parents who didn't attend the presentation are aware of how many assaults, sexual or otherwise, take place at Plain University or on any college campus. In my opinion, Georgina's confidence about her safety and her mother's lack of confidence about her safety highlight the importance of discussions about sexual assault and sexual assault prevention on campuses. If Georgina's mom hadn't attended the safety presentation, Georgina might not have pepper spray or a rape whistle. If Georgina hadn't taken Keith's class, she might be less prepared to recognize and prevent sexual assaults. Georgina is probably safer than the average freshman female as a result of the discussions that she and her mom participated in.

In addition to being more aware of her surroundings, Georgina notes that the project helped her be more aware of how language can affect people. In her reflection, she writes:

> I'm so much more aware of the things I and others say now. Plus, I watch and notice so much more. This intensified awareness has made me question things I hadn't before and, I hope, made me a better more caring person. I think before I speak and try to defend people getting put down. And I try to make sure it doesn't happen in the first place. Especially from my own mouth.

While she presents this hyperawareness of language as a good thing in her reflection, in the interview, she explains that she also struggles with it. She dislikes how Keith and the WAP talk

about privilege, because it makes her feel guilty about having privilege even though she can't control the fact that she has privilege. She also dislikes the way Keith and the WAP talk about microaggressions. She explains, "it was really hard for me to learn about microaggressions because then I kind of feel like, how can I, like if I genuinely have a questions and I'm not aware of, if I'm ignorant to certain things a person experiences in their life, I feel like I just shouldn't ask personal questions at all."

When I compare the way she talks about being aware of language in her interview with how she writes about it in her reflection, it seems a little contradictory at first. However, while she seems positive about being more aware of language in her reflection that doesn't mean that she still doesn't struggle with talking about privilege, microaggressions, or people's personal experiences. Additionally, I can read the reflection as an indication that she is becoming more aware of the language she and others use and that she is starting to accept the fact that certain words or statements can be harmful. Regardless, I see both her interview and her reflection as evidence that she has learned how to have better discussions about topics related to the service-learning project. In fact, when talking about what went well in her training, she specifically mentions a discussion about microaggressions. One of the microaggression examples that Georgina and her partner used in their presentation was a microaggression against Asian people in the form of the question: "Can you see as well as other people because of your eyes?" One of her participants, an Asian student, said that people have asked him this before, which opened up the conversation. Georgina says, "I think that once they could connect to something they started speaking but it took them a little bit to figure out that it was okay and it wasn't uncool to share things." Georgina thinks that one of the purposes of the project is to teach students how to have conversations about topics, like microaggressions, that are related to bystander intervention.

Based on what Georgina says in her interview and her reflection, the service-learning project has changed the way she thinks, speaks, and reacts to these topics. It also seems that she is more than capable of leading discussions about these topics.

In our interview, Georgina brings up a benefit of the project that I had never considered: the project changed the way she thinks about community service and she seems excited by this change. She says:

> Something that I really like is that typically, when I think of service, I think of like, donating food in the food pantry or like, standing in the food line and giving food to people, so this type of service opportunity had never really crossed my mind, so it was, I liked the fact that it taught me there are other forms of service, there's other ways to serve your community than just donating food to people.

When she says this in the interview, I don't think too much about it, but she writes about it in her reflection as well:

> I had no idea that this could be considered a type of community service. To me, community service has always been the typical serving food at church functions, food drives, volunteering with kids against hunger. Speaking in front of people about something comparable to bullying, well it just never dawned on me as an option. However, community service is exactly what it's called – community service. Saving people a piece of the [sic] sanity by making others aware of things that are hurtful is a form of serving the community through prevention education and greater awareness.

Expanding her concept of community service seems like an important outcome to Georgina. In class, she mentions on several occasions that she volunteered with her church and her friends throughout high school, so it seems like community service is an important part of her life and has been for quite some time. The project challenged her definition of community service and changed it for the better. Her concept of community service before the project consists of mostly food-based activities that have a direct impact on people who clearly need help. Her concept of community service after the project includes activities with more subtle benefits for people who may not appear to be in need, but that she is still capable of helping. When Georgina lists the purposes of the project, she states that one purpose is to teach students that they are capable of sharing their expertise on bystander intervention with others. Georgina seems to feel like she is not only capable of sharing what she has learned in the service-learning project, but also that by sharing what she has learned, she is making a meaningful contribution to her community.

Lily

Of all the student testaments to the service-learning project's importance, Lily's hits me the hardest. During our interview, she tells me that she was sexually assaulted early in the semester, then explains that it made it hard for her to talk about sexual assault during her training. She doesn't say anything more about it and she doesn't bring it up again. She never mentions it in class. I learn more about her experience after reading her written reflection.

I have been careful not to focus on her sexual assault when writing about Lily because I don't want it to define who she is in this study. However, I think in the context of this chapter it is important to share her perspective on the project and her perspective on the project is directly related to her assault. I will let her explain why.

Of the students that I interview and those I observe in class, Lily is the most in favor of the project. Our interview gives me a better sense of why this is the case, but her written reflection gives me the most insight:

> Through my own experience with sexual assault, I had learned that bystander intervention was very important and needed. Through doing the project and learning about my audience's grasp on bystander intervention, I really began to see how important it is to have things like bystander intervention. I realized that some people really don't know what to do in certain situations. That is not good and one reason why issues like bullying and assault occur. If someone had intervened in my situation, it would have saved me a lot of pain. Same goes for others.

Lily believes that a bystander could have prevented her assault. When I read this, I don't think that she seems angry that no one intervened. Instead, she brings up her assault to explain that the project helped her realize that most people don't know how to intervene. She suggests that this general lack of knowledge might be one of the reasons that bullying and assault occurs. I think Lily is arguing that if more people knew about bystander intervention, there would be fewer assaults like the one she experienced. I don't think she brings up her assault to place blame on anyone or to present herself as a victim; I think she brings it up to explain why she feels bystander intervention is necessary.

Despite the challenges she experienced with discussing sexual assault, Lily feels that the project helped her deal with deal with her assault. She writes:

> Through this project, I have learned a lot about myself. I one, have seen how much I have grown since the beginning of this year. After my sexual

> assault, just hearing the topic of "sexual assault" had me feeling very uncomfortable and brought bad thoughts and feelings to mind. While I still associate those words with bad memories, I can better handle talking about sexual assault as well as hearing about it. I could see this in my presentation as I was able to make it through the presentation fine even though I had to speak and talk about sexual assault.

She mentions this change in her perspective in the interview as well: "before I wouldn't talk about it but now I'm just like this *needs* to be talked about."

I think it is interesting that Lily reacts so positively to the project, when it would have been, in my opinion, just as rational to have a strong negative response to being required to discuss sexual assault shortly after being sexually assaulted. If she requested an alternative assignment, Keith would have granted her request without question, but being asked to write about sexual assault could have been traumatic as well. When Lily says sexual assault needs to be talked about it makes me think that one possible explanation for her positive reaction to the project is that the project starts a conversation about sexual assault and sexual assault prevention. Perhaps she feels that teaching other people bystander intervention techniques, she is taking an active role in preventing further assaults. I didn't ask her directly because at the time I didn't think it was appropriate. I do know that she feels her training was successful in teaching participants bystander intervention techniques. In her reflection, she writes, "At the end I felt really good about it and confident that we taught them some new stuff and skills." The skills she is referring to here, I believe, are the bystander intervention techniques that she mentions in her interview.

I also think it is worth noting that Lily doesn't reveal her assault in class and she barely talks about it in the interview. She is most open about the assault in her reflection, which she writes knowing that only Keith will see it. She gives me a copy of her reflection, but I ask her for it after she has written it; at the time she was writing it, she was writing directly to Keith. I have mentioned numerous times that I think the service-learning project works well because of Keith's personality, but I struggle to explain exactly what I mean by that claim. What I am trying, and sometimes fail to describe, is the relationship between Keith and his students. The project deals with difficult topics, but I think the project works, in part, because Keith establishes trust with his students. Nowhere is this trust more evident to me than in Lily's reflection.

At the end of the interview, I ask Lily if there is anything else she wants to say about the project. She replies, "I think it's something that should be like, continued for sure, I mean like, before I'm like, 'meh' but like, with what I've experience and stuff, I'm like, we need that, people to intervene." This is the fourth time during our interview that she states that the service-learning project is meeting a need and there are four similar statements in her reflection. When I ask if there is anything she wants to say about her experience, she chooses to reiterate that the service-learning project's necessity one more time.

Lily views the project differently from the other focal students; I think it is clear that her personal connection to the project's content influences how she experiences the project, and it makes sense to me that she emphasizes its necessity. Other students touch on this. Mike and Jane both mention that they think the project is important because it might help mitigate sexual assaults or other harmful events related to cultural insensitivity, but Lily talks about the project's outcomes with conviction. I don't assume that Lily's opinion about the project is more important than other students' opinions. I do think it might be more relevant. If nothing else, I think Keith

and Shannon should pay close attention to Lily's perspective on the project. A student who has experienced sexual assault believes that the project is capable of preventing future sexual assaults and that it is worth the time and effort that everyone puts into it. That, in my opinion, is one hell of an argument in the project's favor.

Success despite of or because of discomfort

The students and the instructor indicate that the project is frustrating and needs work, and in these comments I see evidence of the project's shortcomings, but I also see evidence of the project's success. The project is unsettling. It sets high expectations for how people should talk to one another about sexual assault and cultural differences, which are topics that are rarely discussed in academia. The service-learning experience might cause some people to question their assumptions, but whether they love questioning their assumptions, hate it, or fall somewhere in between, I think at least a handful of students, including Mike, Mary, Georgina, and Lily, recognize that this can be a good thing.

By the time students complete the project they have developed a presentation about controversial topics and bystander intervention, discussed or taught their peers strategies for approaching those controversial topics as well as basic bystander intervention skills, received feedback on their performance, and reflected on the experience. That these responsibilities fall on first-year students, and that the instructor and community partner assume the students will succeed, is unusual, and in my opinion, it shouldn't be, but not everyone agrees me.

While conducting this study I discovered a source of discomfort that I did not anticipate. Over the course of the study, I have occasionally described the study to people who are not involved in the class or the project, but are uncomfortable with some aspect of the class or the project. Most people who react negatively to my description of the study seem worried about

specific topics related to the course and the project. I talk to a few people who think the course and the project sound great, but many others seem concerned about students' well being. These folks usually seem most uncomfortable when I explain that the bystander intervention training includes information about sexual assault and sexual assault prevention. I learn this when they ask me questions like, "Aren't they freshman?" or "Shouldn't that come from someone more qualified?", a question I always find interesting because I get to counter with, "What do you mean by qualified?" I've yet to receive an answer that isn't just a string of adjectives like "certified", "experienced", or "professional", although one woman I met at a conference suggested that a police officer is qualified.

There also seems to be some discomfort related to the fact that there are mixed genders involved in the class and the project. No one has ever expressly stated that they have a problem with Keith's gender, but on multiple occasions people have been surprised to learn that Keith is male. Upon learning that Keith is male, some people respond positively, a few people have expressed embarrassment about their assumption that Keith is a woman, and some people have said something along the lines of "I bet that makes it tough", or "that complicates things." Sometimes, people just say, "huh" or "oh" in a way that makes me feel like they disapprove. Similarly, I have had more than one person ask me if there are "boys in the class" or "are there boys and girls in the class, or just [insert gender]?" One of my peers asked me if the class was split into gendered groups for the WAP training

I tend not to think much about people's discomfort related to Keith or the students' genders, but I think one could argue that the topics in Keith's class are too controversial or advanced for first- year students. I think the students' reactions to the project show that they are not. More importantly, Plains University is willing to expose students to the topics covered in

Keith's class through an online course during orientation before classes begin and before students are technically *in* college. If people are worried that the content in Keith's class is too advanced, I think they should be worried about the online course because students take the course on their own and have no opportunity to discuss what they are learning. However, when I meet people who are uneasy about my study, the project, or the class because the content makes them uncomfortable, I get the distinct impression that the content would make them uncomfortable in just about any context. Bringing up the online course has never helped my case, if anything, it just seems to worry people more.

Regardless, I can see why the idea of presenting the project's content to young students in a college classroom makes some people uneasy. Cultural humility and sexual assault are difficult to talk about. They are emotional, personal topics that force us to acknowledge some awful aspects of humanity. The students in Keith's class are young. I understand the instinct to feel protective of them and I understand why some people seem sad upon learning that they are expected to confront such topics while they are still teenagers.

I recognize that these are not irrational reactions, but they reinforce my belief that the project is both necessary and successful. It is an unfortunate reality, but a reality nonetheless, that Keith's students are at risk for sexual assault ("Statistics About Sexual Violence", 2015), and his students from culturally marginalized populations have likely had to confront the realities of social injustices or a lack of cultural humility before. I think the project is necessary because it provides students with a safe place to talk about these topics and learn skills that can help them intervene when they see others being victimized and understand what to do if they are themselves victimized.

Other people's discomfort has also helped me understand how difficult some of the topics in Keith's class are and how well students handle them. Students in Keith's class are uncomfortable at times, but they have calm, serious discussions about topics that make several older adults cringe just hearing about them. Furthermore, some of the best discussions I witness in Keith's class occur during the legislative testimony speeches, without much oversight or interference from the instructor, even though several of those cringing elders were worried that he was not qualified to teach the project. In this way, I think the project is successful; students have interesting, informative discussions about topics that make everyone a little uneasy, even though I know they occasionally feel uncomfortable too. Students who complete the project do so by hosting discussions about those same difficult topics with their peers. I understand why people might be worried about the project, but Keith's students are up to the challenge.

All of the focal students and many of the students I observe mention feeling uncomfortable at some point during the WAP training, the class, or while conducting their own bystander intervention trainings. I would be surprised if they weren't. At many points throughout the semester I find listening to conversations about bullying, sexual assault, racism, sexism, genderism, social injustices, and the multitude of other difficult topics we cover in Keith's class to be deeply uncomfortable. I can't imagine what students who have been victims of sexual assault, racism, genderism, or other social injustices might have felt over the course of the semester and I can't imagine having to lead a workshop related to those topics for my peers at such a young age. I think it is illuminating that every student I interviewed, and many of the students that I observe, feel that their trainings went well, or, at the very least, that they felt better about the project after conducting their trainings. In general, students seem to be proud of their work and feel that they were able to teach their peers something that they consider useful. Each

of the focal students makes similar comments about their trainings in that the beginning of the training was awkward but once the training was complete they felt good about it. Even if they are skeptical about how well they taught the material and even if they disliked the experience of conducting the training, every student I talk to feels good about completing the project, despite feeling some discomfort before.

CHAPTER EIGHT: CONCLUSION

In the beginning of the semester, it seemed that everyone (with the exception of Shannon) was questioning the project's effectiveness. I was becoming convinced that the project would not be successful because of participants' negative responses to the project in part because they reinforced my own criticisms about the project, which were based on my prior understanding of service-learning scholarship. According to service-learning scholarship, service-learning should strive to be reciprocal and sustainable (Bringle, 1997; Eyler & Giles, 1999; Honnet & Poulsen, 1989; Mintz & Hesser, 1996). Additionally, the service-learning experience should be well integrated within the course curriculum, meaning that the service-learning experience should connect with course content including readings, in-class activities, class discussions, and reflective writing (Bringle, 1997; Hurd, 2008; Prentice & Robinson, 2009). It should be clear to students how the project advances their understanding of course concepts (Bringle, 1997; Clayton, 2009) and students should critically reflect on their experience throughout the service-learning project or class (Eyler & Giles, 1999; Honnet & Poulsen, 1989). There are many other aspects of a successful service-learning project that I could add to this list, but I think of these aspects of service-learning as a baseline; an effective service-learning experience will, at the very least, be reciprocal and sustainable, it will advance student's understanding of course concepts, and it will help students critically reflect on their experiences in such a way that it helps them learn more about the course and themselves.

After a few weeks of observing the course, I realized that this list is an important frame of reference but it doesn't begin to account for the project's nuances. Service-learning scholarship may be the right place to start assessing the project, but I think it's the wrong place to finish. If I

judge the project by scholarship alone I think I would have to overlook aspects of the experience that suggest the project is successful, although not as successful as it could be.

I would like to explore a few details in this chapter. First, I will explore how the project aligns with criteria that would make the project successful according to service-learning scholarship. Then, I will return to my research questions on which the study is based, and respond to those questions. After responding to the research questions, I will explain why I think the project could be more successful by exploring how specific moments in the study illustrate the project's weaknesses. Finally, I will conclude by reflecting on what I learned about service-learning in first-year composition.

The project's outcomes according to service-learning scholarship

Based on research alone, is the service-learning project successful? The answer is more "no" than "yes", although even by service-learning scholarship standards, it was not an overt failure in any sense. As far as I can tell, the project is both reciprocal and sustainable. The project is reciprocal because it is beneficial to both the community partner and the students. As the WAP staff most closely aligned with the project, I believe Shannon is a reliable representative of the WAP's interests, and Shannon has, quite literally, no criticisms about the project. I present the WAP as the community partner in this study, however, it could be argued that the students who receive the bystander intervention training from Keith's students are also community partners; students who attend the peer-to-peer bystander interventions belong to the community that Keith is trying to impact and if the project is successful in making the campus safer for students they will benefit from that. If students are also community partners the project still seems reciprocal. Shannon believes that the project provides a multitude of benefits to the Plains University community in general. Further, despite criticism about the project's effectiveness, many of the

students I interview or observe claim that the project was beneficial to their participants. Lily and Georgina, for example, write in their reflections that they taught their participants new information or skills. Additionally, during the last class discussion, I discover that many of Keith's other students thought their presentations were useful to their participants and that Keith should continue using the project because it is valuable to the campus community.

The service-learning project also seems to be sustainable. Keith has included the project in his courses for five semesters and he plans to continue including it in his courses in the future. Unless something changes on campus and face-to-face bystander intervention trainings become a regular part of students' curriculum, there will continue to be a need for the project. Currently, there are no indications that face-to-face bystander interventions will be made available to a majority of students at Plains University. Students could attend face-to-face bystander interventions but they would have to seek them out and I doubt that most students will take the time to find and attend a face-to-face bystander intervention training on their own. I doubt that most students even know that they are available. Further, the WAP is just able to provide enough bystander intervention trainings to meet the number of requests for those trainings; if students started attending trainings on their own, I don't know that the WAP would be able to accommodate them. In fact, that need for bystander intervention trainings is great enough to support multiple, simultaneous variations of the project used in Keith's courses. Shannon mentions in her interview that another Rhetoric teacher reached out to her after hearing about Keith's class. Shannon helped her develop a bystander intervention training service-learning project for her course, which was conducted at the same time Keith was teaching the project in his courses. Shannon explains, "she contacted us and then we ended up working with two sections of her classes as well, so [Keith's class] helps us to expand our efforts." The project

seems sustainable because it continues to meet a need on campus that otherwise would not be met. Without Keith's class, his students would likely never attend a face-to-face bystander intervention training.

The service-learning project meets the criteria for reciprocity and sustainability but it doesn't meet other research-based criteria that I think defines a successful service-learning experience. The project is not well integrated with the rest of the course. The WAP visited during the second week of class and most students complete their trainings in the last two weeks of class. There is almost an entire semester between the time that students are introduced to the bystander intervention material and the practical application of that material. In the interim the project is rarely discussed. Shannon only interacts with students in the beginning of the course unless students seek her help on their own, meaning the interaction between the community partner and the students is limited. Shannon might help Keith choose course material before the course starts, but she doesn't play a central role in the course beyond the two days that she conducts the WAP training. Additionally, Mike, Georgina, and Mary each note that the project seems separate from the class. I think it is fair to say that the project and the course are not well integrated. I think it is also fair to say that the students don't see how the project helps advance their knowledge of course content. Mike is the only focal student who discusses the connection between the project and specific aspects of the course curriculum, but he brings up that connection to explain why the project does *not* help students learn course content.

The project also fails to meet the criteria for reflection. At the beginning of the semester, students freewrite about the WAP training and part of the next class session is dedicated to discussing their reactions to the WAP trainings. Students are also required to turn in a guided freewriting reflection after they complete their own bystander intervention trainings, but these

are the only times dedicated to student reflection on the project. This makes sense considering that the project is not a central part of the course because if the project is only discussed a handful of times it is impossible for students to engage in the kind of deep reflection about the project that service-learning scholars advocate (Bringle, 1997; Clayton & Ash, 2009; Eyler & Giles, 1999; Honnet & Poulsen, 1989).

Overall, the project fails to meet some important research-based criteria that I think defines a successful service-learning project. What I find interesting about this conclusion is that the project does not meet the criteria that seems like it should be easy to meet and it meets the criteria that seems like it should be more difficult to meet. There are mountains of research, including entire books, dedicated to integrating service-learning with course curricula and ensuring that students make the connection between the curriculum and the project (Berman, 2006; Bryant, Schonemann, & Karpa, 2011; Kinsley & McPherson, 1995; Fogarty, 1997; Wade, 1997). There are also books dedicated to structuring reflections (Ash & Clayton, 2009; Eyler & Giles, 1996) in addition to other resources. Research on how to ensure reciprocity and sustainability, on the other hand, is more scarce. Reciprocity and sustainability have always been part of the service-learning paradigm (Honnet & Poulsen, 1989; Kendall, 1990) and scholarship on sustainability and reciprocity has been published consistently for decades, but with few exceptions (Jacoby, 2003; Soska & Butterfield, 2013), these publications are stand-alone articles or smaller parts of anthologies or toolkits, which tend to focus on classroom practices, such as course integration or reflection activities. For example, in Barbara Jacoby's seminal book on service-learning in higher education, *Service-learning in Higher Education: Concepts and Practices* (1996), the index lists "reflection" on a total of 56 pages; there are two entire chapters dedicated to integrating a service-learning project into a course curriculum – "Service-learning in

the curriculum" and "Issues related to integrating service-learning in the curriculum" – which cover a total of 45 pages; and there are dozens of references to curriculum integration beyond those chapters. "Reciprocity" is featured on total of 17 pages and "sustainability" isn't in the index at all. Jacoby references sustainability briefly in the very beginning of the book, but it is not a topic one can find by looking through the index.

Compared to service-learning scholarship, the outcomes of Keith's service-learning project seem a bit unusual; it reaches outcomes that aren't fully explored in most service-learning scholarship yet it doesn't meet outcomes that are well-defined and thoroughly documented. This probably shouldn't surprise me, as very little about Keith's courses seems typical, and when I consider what makes this service-learning project different from other service-learning courses or projects I am familiar with, this deviation makes more sense.

As a member of the WAP, Keith probably has a better understanding of his community partner than most service-learning instructors. He understands the community partner's objectives and has a vested interest in ensuring that the project benefits the community partner. In his interviews, he explains how he tailored the project to make sure the WAP's objectives are fulfilled. Further, his service-learning project was born out of a need that he witnessed first hand; he didn't develop a project based on community partner availability or by seeking out a community partner with a mission that relates to his course content; he built the project with the community partner based on a mutually identified need. The project is designed to be sustainable and reciprocal, but it isn't designed to sustain the types of classroom practices that service-learning scholars tend to focus on, including course integration and critical reflection.

If I don't rely on service-learning scholarship to determine whether the project was successful, I come to two conclusions. First, the project was successful. Second, the project

could be much more successful. I base these conclusions on the overall impression I have about the project after spending a semester observing classes, interviewing participants, and collecting artifacts.

The project's outcomes according to the study

To better understand how the project was successful and how it could be improved, I return to my research questions. I designed this study based on four research questions:

1. How do participants in a service-learning project in a first-year composition course, such as the community partner, the students, and the instructor, understand the project's purposes?
2. How do participants in the service-learning project describe the project's effectiveness or success?
3. How does the service project change according to the participants' needs?
4. How do these changes affect participants' perspectives about the service-learning project?

After completing the study, I have determined that the questions work better if they are reordered. To understand how participants perceive the project's purpose or its outcomes, I have to recognize that the project's evolution over the course of the semester influenced participants perception of the project's purposes or outcomes. I can't address participants perceptions on the project's outcomes without first exploring how the project changed over time. Therefore, I reorder the questions as follows:

1. How did the service project change according to the participants' needs?

2. How did those changes affect participants' perspectives about the service-learning project?
3. How do participants in a service-learning project in a first-year composition course, such as the community partner, the students, and the instructor, understand the project's purposes?
4. How do participants in the service-learning project describe the project's effectiveness or success?

I will address the questions in this order. I don't view these questions as four separate questions; I group the first and second questions together because they are closely related to one another and I make a similar pairing with the third and fourth questions.

In Chapter 5, I explore participants' resistance to the project. I believe the first and second research questions should be paired because when describing either their resistance to the project or the resistance they observe in others, Keith, Mike, Mary, Jane, Georgina, and Lily bring up how the service-learning project changed over time. Participants' reactions to the project's changes were primarily negative, and a substantial amount of the student resistance I observed was a direct result of the first major change to the project in late September, when Keith informed the class that they would not be pairing up with an experienced bystander intervention trainer. As the semester progressed, the project was altered further as Keith adjusted to his own needs and those of his students.

In Chapters 6 and 7, I explore the participants perceptions about the project's outcomes as well as my own. I pair the third and fourth research question because when describing the project's outcomes, the participants' and I describe what each of us believes are the project's purposes in order to explain why we feel the project is, or is not, successful.

Ultimately, I think it is impossible to separate the research questions from one another. They are all part of a broader perspective on how the project evolved, how participants engaged with the project, and how participants perceive the project's outcomes. However, I think the questions can better be answered in groups of two.

Responding to the first and second research questions

1. How does the service project change according to the participants' needs?
2. How do these changes affect participants' perspectives about the service-learning project?

I added these research questions to this study after noticing that students responded negatively when Keith changed the project at the end of September. As the course schedule became more compressed, Keith made additional alterations to the project that also seems to have affected Keith and the students' perceptions of the project. My interviews with Keith and the focal students affirmed my suspicions that reactions to the project's changes were primarily negative, and I think students would have considered the project more successful if: 1) the project proceeded as originally planned, or 2) they had never been informed that they would be conducting their trainings with assistance from an experienced trainer.

How the project changes throughout the semester

At the end of September, Keith informed the class that they would not be partnering with experienced bystander intervention from the WAP or a similar campus organization. In my interviews with Shannon and Keith, I learned that this was the result of a miscommunication; Keith thought that Shannon was on board with the plan while Shannon believed Keith was suggesting a plan for future classes. By the time they realized that they had two different plans for the project, it was too late to schedule experienced assistants for the sixty students in three

sections of Keith's class. Keith was disappointed that students wouldn't have the opportunity to work alongside someone experienced in bystander intervention training for several reasons. If students had been able to present with an experienced trainer, there would have been more time for Keith to work with students on the rhetorical aspects of the project. As he mentions in his interview, he was especially looking forward to engaging his students in discussions about audience. Additionally, I get the sense that Keith also wanted to make the trainings less stressful for students. He understands that the content is difficult to discuss, and I think he was hoping that working with an expert would facilitate students' understanding of the content by removing some of the pressure that they might experience while teaching it. In the first few years of the project, he explains that he felt better about letting students conduct the trainings on their own: "the fact that it was being done by rank amateurs was counterbalanced by the fact that it was being done at all, and being done by peers." However, as students were given more access to bystander intervention trainings, he decided it made more sense for his students to work with "professionals", like WAP staff, so they would have a "better experience" with the trainings. He proceeds to explain that when he conducts trainings, "you never know how events are going to unfold," so I think when he talks about his desire for students to have a "better" experience, he is suggesting that students might have a more consistent or professional experience while conducting the trainings.

When Keith announces that students would have to complete the trainings on their own, I notice an immediate shift in the way students talked about the project. Their reaction is so strong that it prompts me to revise my research questions and reconsider the trajectory of the study. From what I observe, students are annoyed with the added responsibilities it will take to complete the project on their own. In my interviews with focal students, Mary, Jane, Georgina,

and Lily each touch on the fact that they were at best disappointed by the change of plans or at worst, angered by it. Jane, Georgina, and Lily seemed more disappointed than angry and when they describe their trainings, they each state that they think their trainings would have been more effective if they worked with an experienced trainer. As Jane puts it, "Yeah, it would have been better."

Mary was more than disappointed when she learned she would have to conduct the training without assistance from an experienced co-presenter. She makes it clear in her interview that she does not like speaking in front of people, so when she learned she would have to conduct the training on her own she was upset. She was anxious about the original plan, but she lost interest in the project after learning that she wouldn't be working closely with the WAP. In her interview, she says, "once that didn't happen and we were forced to do it by our self that's when I was really like, 'no, I don't like this at all.'" When Jane, Georgina, or Lily talked about conducting the trainings on their own they said things like, "it didn't go like I thought it would originally" or "it would have been better". Mary used the word "forced" when she explained why she didn't like the project. Of the students that I interview, I think Mary had the strongest negative reaction the change of plans and based on their reactions. I suspect that other students in the class felt similarly.

Mike is the only student I interview who doesn't seem disappointed that he had to conduct a training alongside another student rather than an experienced trainer. This makes sense to me, given his various criticisms of the WAP training. He also states that he thinks the project has potential because "this is an issue that I think students would be particularly good at talking to their peers about," which indicates that he might think the project should be conducted with peers rather than a professional trainer from a campus organization. However, he criticizes the

project's overall lack of structure or guidance and I wonder if he would feel the project had more structure if he had presented with someone who had prior experience conducting bystander intervention trainings. In all honesty, I am not certain that he would, as he put a great deal of effort in to making sure his training was more effective than the WAP's training.

Unlike Keith or his students, Shannon seems skeptical that Keith's plan to pair students with experienced trainers would make the project more successful. She explains, "we have a group of students that we train to co-facilitate presentations but that training looks really different." To train students to be co-facilitators, the WAP requires students to take an intensive five-hour workshop and attend additional monthly trainings. Shannon notes, "they have to do that for a full semester before we even begin to determine if they are going to co-facilitate with us." One reason the program for student co-facilitators is so intense is because students need to learn how to respond to victim blaming, inappropriate comments, or other negative responses to the content, all of which are possible in a bystander intervention training. Shannon adds that preparing students to handle these challenges "takes *a lot* of training." Considering that the service-learning project in Keith's class is a relatively small part of the course, which encompasses a few hours of the students' time, it seems unlikely that the WAP would be able to effectively train Keith's students to co-facilitate a WAP bystander intervention training. However, Shannon thinks that co-facilitating with Keith's students could work if the students were responsible for "one or two small pieces" of a bystander intervention training, although that would still require substantially more time with Keith's students than the service-learning project currently plans for. If Keith wants students to co-facilitate bystander intervention trainings with WAP staff, he will have alter the project significantly. Whether he included more WAP training in class or asked students to pursue it on their own, the project would demand more of his

students' time. He would have to make the project a more central aspect of the course, either by setting aside more class time to plan, implement, and assess the project or he would have to increase the project's impact on students' grade in the course to accommodate for the additional time that completing the project would require. The current project design is not substantial enough to sustain what Shannon is suggesting.

Keith made this first change to the project because he had no other choice. Regardless, I think this change had a significant negative impact on how Keith and his students perceived the project as well as how they measured its outcomes. Keith and his students were expecting the project to be less work and less stress. When the students became anxious about the project, Keith did as well. In his October interview, when student resistance to the project was beginning to peak, he was questioning the project's value and I believe those doubts were largely a result of students' negative reaction to learning that they would have to conduct the project on their own. Students were vocal about their displeasure when the project changed, but otherwise, the class was going well. I think the project was an acute source of stress for Keith because it was the only consistent negative aspect of the class. Whenever he mentioned the project, students made it clear that they were not happy with how it was turning out. The dominant topic in the second half of our October interview is Keith's concern about the project.

After Keith announced that students would conduct the trainings on their own, the students' attitudes towards the project changed. Before, students seemed engaged, if not excited, but after, students seemed to grow increasingly gloomy about the project, as did Keith. Students may have warmed up to the project if not for a series of unexpected events that forced Keith to make further changes to the project, which seemed to exacerbate students' negative reactions to the initial change that he made.

After learning that the WAP would not be able to schedule co-facilitators for his students, Keith pushed the project's due date back by a few weeks to give students more time to prepare. At the end of October, he left town for a family emergency and the project's due date was postponed until the end of the semester. The legislative testimony speech and the auto-ethnography, two major, time-consuming assignments were already due towards the end of the semester and Keith had to postpone the current assignment, the cultural artifact paper, so he could take time off to be with his family. A few weeks later, right before he planned to collect the cultural artifact papers, Keith had another family emergency, a death in the family that was completely unrelated to the first family emergency. Keith didn't cancel classes but was clearly exhausted and overwhelmed and students were becoming more stressed each day. They were preparing for finals and writing papers for other classes while simultaneously working on their cultural artifact papers, the legislative testimony speeches, and their auto-ethnographies. They had just handed in their first auto-ethnography drafts, which Keith hadn't had time to provide feedback on, and they asked him when they would get their drafts back every day. The day before the legislative testimony speeches began, the class hit a breaking point. Students snapped at Keith, Keith snapped back, and students snapped at each other. In-class discussions almost always flowed effortlessly, but my notes from this day describe everyone as, "exhausted, irritable, and angry. No one is making eye contact. For the class discussion we go around the room and say one to two sentences about the reading." The class discussion is over in less than five minutes and Keith dismisses everyone after an hour. Despite the fact that it is due in a few weeks, no one has mentioned the service-learning project in days.

Once the legislative testimony speeches start, everything goes back to normal. Students are still stressed and Keith is still exhausted, but everyone seems to enjoy debating with one

another. On the second day of speeches, the day before Thanksgiving break, Keith talks about the project, which he has amended considerably because everyone is short on time. He encourages students to present with a partner and notes, "I might be persuaded to consider larger groups. If you think you have a case, come talk to me." The original assignment describes participants as:

> A small group of your peers, no fewer than five, no more than ten. They should be an identifiable group. For example, five or more people from your dorm floor, your fraternity, your church or other university or community organization would fulfill this requirement. Please do not count any members of your family or any close friends. They can be present, that's no problem, but they don't count.

However, when students press him on this he encourages them to try to find participants that fit these requirements, but explains he won't penalize them if they can't. He also encourages students to come talk to him or contact Shannon if they need help. For every other assignment he has provided designated class time for students to workshop their ideas, but there just isn't time to spare and students don't have time in class to prepare for the service-learning project.

How changes to the project affected participants' perceptions of the project

Keith changed the service-learning project mostly out of necessity. When he sensed that students were getting overwhelmed with the amount of work that had piled up towards the end of the semester, he relaxed the project requirements to help students complete the project, but the major changes were in response to situations that were out of his control. When I wrote the research question, "How does the service project change according to the participants' needs?" I was responding to the sudden alterations that Keith had to make once he realized that he had no co-

facilitators for his students. I didn't anticipate that the catalyst for most of the project's later changes would be a series of family emergencies.

During the semester I observe Keith's class, the service-learning project is different than it ever has been and I suspect it is different than it ever will be. The project had a rocky start and never fully recovered. If Keith's life had gone a little differently, the initial change to the project may not have mattered as much, but as the semester grew increasingly chaotic, the project became less important. It wasn't as important to the curriculum as the major assignments were and I think that made it easier to set the project aside as the course schedule became more compressed. If I had been in Keith's situation I would have done the same thing; shifting focus away from the project to give students more time to complete their other assignments was a practical choice, given the circumstances.

I do think that the project's evolution over the course of the semester influenced how Keith and the students perceived the project's purpose and its outcomes. I wrote the research question, "How do those changes affect participants' perspectives about the service-learning project?" in anticipation of a shift in participants' perspectives, but again, I didn't realize that the project would become so separate from the overall curriculum. Generally, I think the changes that were made to the project made students feel like the project wasn't as important as it seemed to be when he first presented it to them. Instead of working with older, experienced professionals in a professional setting, they put together powerpoint presentations with their classmates. The project was going to be different from their other assignments but by the time they conducted their trainings I think most students viewed the project as just another requirement, something they had to complete in order to pass the class. Mike suggests that this assumption is true. Additionally, I think Keith was aware of students' perspectives on the project, at least to some

extent. He has been teaching for more than thirty years, I would be shocked if he didn't pick up on his students' attitudes towards the project, or anything else for that matter. Generally, I think Keith's attitude towards the project reflected his students. He was doubtful about the project when they were and his attitude later changed with theirs.

Once students completed their trainings, their attitudes towards the project became much more positive. They were positive enough to convince Keith that he should continue using the project in future classes, but I still believe that the experience could have been better for Keith, his students, and their participants. I am genuinely curious about how students would have approached the project if they had never been told they would conduct their trainings alongside a professional. As Mary points out, if they had attended the WAP training with the understanding that they would be conducting a training on their own, they might have paid more attention or engaged more fully in the activities. If they hadn't been disappointed or annoyed by the responsibility of creating and conducting a training by themselves, I think they wouldn't have been as frustrated with the experience and Keith wouldn't have approached the project with as much caution. Keith's students are freshman; they will take other classes in which major changes will be made to the curriculum, the assignments, or the class dynamic and I am not suggesting that this is a bad thing. However, part of me is selfish. I believe the project could have been better and I wish I could have seen what happened if things had gone according to plan.

Responding to the third and fourth research question

I developed my original research questions because I wanted to explore how participants in different stakeholder groups understand their role in the project and how they determine what makes the project successful or unsuccessful. I know that a participant's perspective on a service-learning project is shaped by what role they play in the project (Bortolin, 2011), but I am

curious about how participants' perspectives might deviate or overlap. Are there aspects of the project that everyone, regardless of their role, thinks are particularly effective or ineffective? Or, is there a complete lack of agreement on what the project should or does accomplish? How much does a participant's role affect the experience with the project or opinions about its outcomes? Is the relationship between a participant's role in the project and their expectations for the project's outcomes easy to understand or anticipate? Will students always think about grades first and will community partners always focus on community benefits?

I am curious about participants' perspectives because I don't think service-learning practitioners and scholars fully understand what makes service-learning successful. Like all pedagogical practices, I think it is impossible to define exactly why service-learning is effective or ineffective. However, service-learning is a relatively new practice and I don't think there is nearly enough research on how service-learning affects students, instructors, academic institutions, communities, community members, or community partners, especially considering how popular service-learning has become. Scholars and practitioners have a lot to learn about service-learning and I think understanding how people experience service-learning is a particularly fruitful area for further research (Blouin & Perry, 2009; Bortolin, 2011; Bringle, Clayton & Hatcher, 2013).

My original two research questions focus on participants' perspectives on the project. Specifically, my questions are intended to explore how participants describe the purpose of the project as well as how they determine whether the project is successful. In Chapters 6 and 7, I examine participants' perspectives about the project's successes and failures, and how their perceptions about the project's outcomes align with their understanding of the project's purpose. Participants' roles in the project seem to influence their understanding of the project's purposes

but roles are not the only factor that determines how participants understand the project's purposes. In other words, there are many similarities in how participants with the same role define the project's purposes, but there are also some differences that I believe indicate that a participants role is not the defining aspect of how individuals perceive a service-learning experience. To respond to the research question, "How do participants in a service-learning project in a first-year composition course, such as the community partner, the students, and the instructor, understand the project's purposes?" I will consider how participants' in each participant groups define the project's purposes.

Participants' descriptions of the project's purposes

The students are the largest participant group in the study and the only group for which I have multiple representatives. I interview five focal students, Mike, Mary, Jane, Georgina, and Lily, and while they all view the project primarily from a student's perspective, they are also able to recognize and describe some of the project's broader purposes. For example, when I ask Mike and Georgina what they think the project's purposes are, they focus mostly on student outcomes. They both discuss how the project is intended to help them learn bystander intervention skills so they can teach those skills to other students. They both discuss how the project is designed to teach them greater cultural humility and Lily and Jane also refer to these purposes, albeit indirectly. Additionally, every focal student notes that the project helps students practice public speaking skills. When I ask them to describe the project's purposes, they all begin by describing how the project is designed to teach students the skills and information that they need to complete it. Eventually, some of the focal students also identify some of the project's other purposes, those that Keith or Shannon list when I ask them the same question. Mike provides the most comprehensive assessment of the project's purposes. He identifies the WAP's desire to

interact with more students as well as Keith's intention to involve his students in "civic engagement." Mike also notes that the project aligns with the recent, nationwide movement to address sexual assault on college campuses. Georgina and Lily make similar observations about the project's place in the broader movement to end sexual assaults on college campuses. However, while the focal students identify some purposes that participants in other roles, namely Keith and Shannon, also identify, they don't identify all of the purposes that Keith and Shannon list when I ask them what the project's purposes are. Mike is the only student who mentions one of the WAP's outcomes and he only names one, to engage with more students, which is the most student-focused outcome of all the WAP's goals. None of the students identifies learning about audience as one of the project's purposes, although it is one of Keith's most important curriculum-based outcomes.

Similarly, when I ask Keith about the purpose of the project, he focuses on teaching outcomes. He wants students to experience an authentic audience, he wants students to practice important rhetorical skills, he wants to teach cultural humility because it will help his students complete his assignments, and so on. Keith has a dual role in this study as both the instructor and a member of the community partner's organization, however, he focuses primarily on his role as instructor when I ask him what he hopes the project will accomplish. It is clear to me that the one reason he designed the project is because he wants to assist the WAP and make the campus a safe and inclusive space for everyone, but that information is gleaned from his interview. He does not talk about the WAP when I ask him to describe the project's purpose.

It is also clear to me that one of the reasons the project is successful is because Keith understands the community partner's needs and is invested in making sure his project meets those needs, which makes it even more interesting that he doesn't talk about the WAP when I ask

him about his goals for the project. This may be partially due to timing; our last interview occurs as he is grading papers and assigning final grades, but Keith seems to define the project's purposes in terms of his role as the instructor, not in terms of his role on the WAP board.

Shannon's description of the project's purposes deviates the most from the other participants' descriptions of the project's purposes. Keith's assessment of the project's purposes overlaps a great deal with his students', which makes sense since their roles in the project revolve around the course, while Shannon's role does not. When Shannon describes the project's purposes, her outcomes align with the WAP's goals, most of which are never identified by Keith or his students. Mike correctly identifies one of the WAP's goals, to engage with more students, but that is the only time another participant directly references the WAP's outcomes when describing the project's purposes. When Shannon describes the project's purposes, she notes that in addition to engaging with students, the project helps the WAP meet several additional outcomes of the WAP's violence prevention program, including their criteria for curriculum-infusions courses as well as their ongoing efforts to assess their bystander intervention training's effectiveness.

Shannon's descriptions of the project's purposes have the least amount of overlap with other participants' descriptions of the project's purposes. Shannon's description of the project's purposes also differs from Keith's or his students' for another reason; unlike Keith and the students, Shannon does not begin describing the project's purposes in terms of her own role in the project. First, she explains that she feels the project is important because it helps the WAP interact with first-year students and she believes the project prepares them "to be a better student and person in general." While interacting with first-year students is an important aspect of Shannon's job at the WAP, it is not her primary responsibility. Her primary responsibility, as she

describes it, is to "coordinate our violence prevention efforts on campus." She later explains that the WAP benefits from engaging with first-year students because the sooner they can interact with students, the more time they will have to work with them, but again, her concern seems to be more about how the students benefit from that interaction rather than how the WAP benefits from that interaction. Shannon is the only person I interview who describes the project's purposes for another participant group before describing the project's purposes for her own participant group. In our interview, Shannon states that, "[the WAP's] job is to serve students." Even though she defines her role in the WAP in broader terms, as someone who coordinates violence prevention efforts on campus and in the greater Stephensville community, she seems to believe that ultimately, her job is to support and serve students.

All the participants talk about student outcomes when they describe the project's purposes. However, Keith and the students' descriptions of the project's purposes regarding student outcomes share similarities while Shannon's perspective about student outcomes seems different. I think this makes sense because Shannon is not an instructor and doesn't spend much time interacting with the class. Her perspective on the project is aligned with her role as the violence prevention program coordinator; when she talks about student outcomes her perspective is much broader than Keith or the students. She is more concerned with the student population as a whole while Keith and the students seem to focus more on the students in Keith's class.

How participants describe the project's outcomes or success

When I wrote the research question. "How do participants in the service-learning project describe the project's effectiveness or success?" I expected that participants' assessment about the project's outcomes would vary What I find most surprising about participants' description of the project's purposes is that they are more different than similar, but that these differences don't

seem to affect participants' perceptions about the project's success as much as I anticipated that they would.

Keith decides that the project is successful after learning that the project fulfills some of his teaching outcomes and that students find the project meaningful. He never mentions the WAP's goals and he doesn't identify outcomes that his students use to assess the project's effectiveness. Keith's students don't agree on many of the project's outcomes, but they do agree it is successful in 1) pushing them outside of their comfort zones, and 2) meeting a need for more face-to-face bystander interventions on campus that isn't otherwise being met. The students don't seem to be very aware of the WAP's needs and they don't focus on Keith's outcomes. Shannon thinks the project is successful because the project's outcomes exceed her expectations. It doesn't seem to matter that no one else can identify the WAP's goals.

For the project to benefit everyone, it doesn't seem as though participants need to be aware of one another's expectations for the project. Every participant describes at least some aspects of the project as successful, despite the fact that they don't seem to recognize what other participant groups think the project's purposes are. Further, while there is some overlap in the participants' descriptions of what makes the project successful, each participant group identifies reasons for the project's success that don't overlap with other participants groups' descriptions of what makes the project successful. In some cases, participants' descriptions of what makes the project successful seem contradictory. For example, Keith, Mary, Jane, Georgina, and Lily believe that the project was less successful because students don't get to work with experienced bystander intervention trainers while both Shannon and Mike seem to doubt that pairing students with experienced co-facilitators would improve the project. Even within participant groups there are contradicting opinions about what aspects of the project successful or unsuccessful. Georgina

dislikes the way the project presents privilege because she feels it is counterproductive; the project makes her feel guilty about her privilege but she doesn't feel like the project helps her understand what to do about it. In contrast, Mike and Lily both seem to think the privilege activities were helpful and used them successfully in their own bystander intervention trainings. Similarly, Mike believes the WAP training was ineffective while every other focal student and many of Keith's other students identify the WAP training as the most effective part of the project.

Initially, I assumed that each participants' description of the project's success would be based on two factors 1) how well the project's outcomes align with their perspectives about the project's purposes, and 2) their personal experiences with the project. To a certain extent, this seems to be accurate. For example, Shannon believes the project is successful because it meets her expectations and her experience with the project is positive. She enjoys working with Keith, she likes that the project gives her an opportunity to teach, and she enjoys interacting with Keith's students. Mary views the project as less successful because it does not meet her expectations and her experience with the project is largely negative. She expected to work closely with the WAP and her bystander intervention and was upset when she was denied that opportunity. Additionally, her training went poorly, which seems to have exacerbated her feelings that the project was not as successful as it should have been. The other participants that I interview make similar assessments about the project's successes and failures; they describe how the project's outcomes align with their expectations for the project and use their personal experiences to illustrate why they feel the project did or did not meet those expectations.

However, my initial assumption that participants would gauge the project's success based on their own expectations and experiences does not account for one of the most important

findings in this study. Participants don't seem to understand one another's perspectives about the project's purposes and they don't seem to recognize one another's expectations for the project's outcomes. Participants define the project's successes and failures differently and their experiences with the project vary from predominantly negative to entirely positive. The only thing that participants seem to agree on is that the project succeeds in meeting a mutually identified need: every participant agrees that Plains University students need more opportunities to discuss sexual assault prevention and cultural humility in a safe space. Regardless of participants' experiences or expectations, they believe that Keith should use the project in future courses because it provides a valuable service to the campus community.

Implications of the study's findings regarding the relationship between the academy and community partners

Research that highlights the lack of community partner perspectives in service-learning scholarship suggests that discord between the academic institution's expectations for the experience and the community partner's expectations for the experience is evidence of a troubling trend in which academic institutions take advantage of community partners (Bortolin, 2011). Academic institutions often have more resources and more power than community partners (Bushouse, 2005). In the worst examples of service-learning projects gone awry, teachers are completely unaware of community partners' needs and don't account for the time or resources it takes to train students, who will likely disappear as soon as the service-learning requirements are completed (Blouin & Perry, 2009; Stoecker & Tryon, 2009). When a service-learning project goes poorly, the community partner can lose time or resources that could have been better spent on other pursuits while the instructor and students simply move on (Bushouse, 2005). The community partner's role in a service-learning course or project is frequently

misconstrued as "the served" while the students and the teacher are perceived as "those who serve" (Morton, 1997). In many cases, the power imbalance between the community partner and the academy causes harm to the community partner while the academy remains relatively unscathed.

While it may seem somewhat counterintuitive, I believe this study supports these conclusions. Keith and his students identify different expectations for the project's outcomes. In service-learning scholarship, when participants don't understand one another's expectations, it is often a sign that the project is poorly designed (Blouin & Perry, 2009; Bortolin, 2011). However, the fact that participants in Keith's project don't seem to recognize one another's expectations doesn't make the project unsuccessful. Despite the differences in participants perceptions about the project's purposes and outcomes, participants still think the project is successful. I think this happens for several reasons. First and foremost, the benefits for each participant, regardless of their group association, far outweigh the costs of being involved in the project. Shannon knows how much time the project will take and can schedule accordingly and since the project hasn't changed much over five semesters she doesn't need to spend much time preparing for her role in the project. Keith accounts for the project in his course schedule and is able to alter the project when unanticipated events disrupted those plans. If anything, I think the students experienced the worst fallout from the project's changes, and as Mike and Jane point out, those outcomes weren't that bad because completing the project requirements was easy if they wanted it to be. The project could have gone better for the students, but it didn't seem to have a lasting negative impact on them.

Additionally, the project's flaws don't harm the community partner because project is designed to benefit the community partner. Even if the project goes poorly, the community

partner still benefits more than if the project did not occur at all. Keith conceived of the service-learning project based on research that was presented to him through the WAP. He worked closely with the WAP to construct the project and while he may focus on his student's needs or his own, the project benefits the WAP because it introduces students to concepts and practices that they are included in the WAP's mission. I think the class I observe proves that even when the project doesn't go well, the WAP benefits. The class I observe has to overcome an unusual number of challenges throughout the semester, far more than should be expected during a typical semester, and those challenges make completing the project more difficult than it should be. In many ways, the project did fail; Keith considered abandoning the project because it went so poorly despite his initial intentions to continue to project in future semesters. In my experience, Keith doesn't take promises lightly, even if those promises are only implied. Yet, despite several ill-timed, unexpected difficulties, at the end of the semester, everyone still considered the project successful, no one more than Shannon, because even in its worst iteration to date the project benefits the campus community. It could benefit the WAP more, but regardless; the project meets a need that the WAP can't meet on its own. Unless future semesters produce obstacles comparable to those I observe in the fall of 2014, and for Keith's sake, I hope that they don't, the project will continue to benefit the WAP.

Finally, the community partner in this study is part of the academic community. The power imbalance between the community partner and the academic institution that exists in other service-learning experiences is not as great in this project as it is when the community partner is entirely separate from the academic institution. The WAP is a campus organization and even though it serves other functions throughout Stephensville, its primary function is to serve students. If the project benefits students, it benefits the community partner. This is not the case in

many other service-learning experiences where the students' benefits might not affect the community partner at all (Blouin & Perry, 2009; Petri, 2015).

In my opinion, this study highlights how important it is for service-learning instructors to work with community partners through all stages of a service-learning project or course. The project in this study has flaws, but its strongest positive outcome is that it benefits the community partner, the students, the instructor, and the campus community. Keith worked with the WAP when he first designed the project and he continues to work with them each time he implements and assesses the project. I think the partnership between Keith and the WAP helps ensure that the project meets each participant's needs.

Implications of the study's findings regarding the role of service-learning in the curriculum

I believe that the service-learning project in this study can be considered successful, but I also believe it has the potential to be far more successful. The project's greatest flaw, in my opinion, is that it is not fully integrated with the course curriculum. I understand that during the semester I observe the course, the project is less central to the course than it has been in other semesters. However, I think even if the project had gone as planned, it would still not have been as central to the course as it should be.

Mike, Mary, and Georgina each identify the project as seeming somewhat irrelevant to the rest of the curriculum. Georgina and Mary both wish the project was a more consistent part of the course, as does Mike, who also suggests that the project could be improved if Keith applied existing service-learning research to make the project stronger. I agree with each of these assessments. Research on service-learning supports the argument that the project should be an integral part of the course (Jacoby, 2009) in part, because it should be clear to students how the project helps advance their understanding of course concepts. I don't think that the project in this

study advanced the curriculum as much as it could have because it was not an integral part of the course. In some ways, I think it actually made some parts of the curriculum more difficult to understand. The WAP training introduced concepts that Keith, other students, and some of the readings would later reference throughout the semester, but some of these concepts are never discussed or defined in much detail. I am making this claim based on some of the confusion I observed in the class and while interviewing the focal students. Georgina's confusion about cultural humility and Mike's confusion about how or when to use gender pronouns are two examples that I have already discussed. I will present two more.

The WAP training briefly defines cultural appropriation, a concept that is referenced a handful of times throughout the semester, however, I think it is clear that a substantial portion of the class doesn't understand what cultural appropriate is. The day before Halloween, Keith mentions that students should avoid some costumes because they are cultural appropriations. The conversation is short, about five minutes long, and comes about when he asks students what they plan to dress up as for Halloween. In my observation notes, I write, "instructor refers to college students dressing in Native American costumes and everyone nods in agreement when [he] says people should know better." He states, "don't be that person," and when a student asks why dressing up as a member of another culture could be considered insensitive a small number of students, (in my notes, I identify three speakers) explain. Later that evening I write a reflection about the class because it is bothering me that, "some students genuinely didn't understand why this is an issue. I'm sure of that much today." In the class after Halloween, as I am chatting with a student about her weekend I learn that she dressed up as a Chola for Halloween. A Chola is a "Mexican-American female aesthetic" (Hernandez, 2015) that grew out of "the history of systematic oppression and discrimination that plagued Latino communities in the US. from 1929

to 1944" (Calderon-Douglass, 2015). The Chola aesthetic is primarily associated with impoverished urban areas in Southern California and Southeastern Texas (Hernandez, 2015). The student, a middle-class, white female from a small Midwestern town, did not seem to understand or be concerned with the fact that her costume would likely be considered cultural appropriation.

Cultural appropriation comes up again in a class discussion later in the semester. On this day, students are discussing a particularly disturbing example of cultural insensitivity that is generating a lot of discussion on campus about race and racism. The day before this discussion, an instructor installed a large work of art in the center of campus. The art incorporated a symbol associated with white supremacy and was quickly removed because many people, including many black students, found it to be offensive. Several students in Keith's class don't understand why it might be an issue for the artist, who does not identify as black, to use a symbol of black oppression in a public art piece. The class talks about black students' reaction to the piece and this conversation, while brief, is troubling. One student claims that the black students' response to the piece is "an overreaction." Another student says that black students are angry because they "are missing the point" of the piece and don't understand what the artist was trying to convey. A white student attempts to defend black students' responses to the piece by arguing that white students can't understand how black students are feeling because "black culture is the opposite of white culture." I am absolutely stunned when no one challenges this claim. In my observation notes, I write, "can't decide what is more troubling, that some folks defend artist or that no one can explain why this is [a] problem." Even the students who are arguing that the art piece is offensive have a hard time explaining why. This event in particular makes me wish that we had

more time to discuss cultural appropriation, especially since it is the catalyst for more than one campus-wide protest.

This is not the last time that Keith or a student refers to cultural appropriation, but even though we discuss it several times throughout the semester, I never get the sense that everyone agrees on what cultural appropriation means. Given that the term is 1) part of the WAP training, and 2) important in helping students understand how a lack of cultural humility, specifically regarding the art piece, harms culturally marginalized students, I think it would have been helpful if students had time to discuss it. Cultural appropriation was first presented as part of the service-learning project. As it becomes increasingly relevant to the campus throughout the semester, I think it should also become more central to the project, but it doesn't

This last example of why I think the service-learning project should be a more central feature of the course illustrates how the project doesn't seem to be successful in meeting one of Shannon and Keith's outcomes for the project. In my opinion, the project is not particularly effective in teaching students basic facts about sexual assault or sexual assault prevention. At the very least, it is not as effective as it could be.

In Chapter Five, I mention that Jane thinks her bystander intervention training's message is ineffective because she's not talking to the type of people "who would roofie someone". When I suggest that she might not be able to tell who would roofie someone, she replies, "yeah but I just meant like, they had, they already knew that, so it was like, kind of redundant". Jane doesn't think her participants would use a date-rape drug and further, since her participants have already attended a bystander intervention training conducted by one of Keith's students, she assumes that her presentation is pointless. To me, there are two aspects of this conversation that reveal the

project was not totally effective for Jane and if it wasn't effective for Jane, I think there is a possibility that it wasn't effective for other students as well.

First, Jane seems to believe that her friends would not use date rape drugs because they are good people. She mentions that they aren't particularly close friends, which indicates that she doesn't know them well, but she thinks she knows them well enough to know that they aren't the "type" of person who would use a date-rape drug. Second, she thinks that the message is ineffective because the students in her group have already heard a variation of the message. The students in her participant group already had a bystander intervention training and she thinks that another bystander intervention training will be ineffective because the information is repetitive. Her comments reveal misunderstandings about the reality of date-rape drugs as well as the purpose of bystander intervention trainings.

Jane assumes that there is a type of person who uses date rape drugs and that her acquaintances are not that type of person. She makes this assumption because she views her acquaintances as good people. The idea that there is a "type" of person who uses date-rape drugs is not completely wrong as these perpetrators usually share some traits, however, these shared traits indicate that Jane's assumptions about who uses date-rape drugs contradict reality. Perpetrators who use date rape drugs, like most perpetrators of sexual assault, tend to have a preexisting relationship with the victim; it is estimated that a vast majority of sexual assaults, near 75%, are perpetrated by acquaintances ("Statistics About Sexual Violence", 2015). In other words, the fact that Jane knows her participants doesn't mean that they cannot be perpetrators. Additionally, perpetrators who use date-rape drugs often seem like "good" people. They tend be non-violent and non-confrontational during assaults and typically do not have pre-existing records of violent behavior (Thompson, 1996; Nicoletti, 2009). They tend to be well liked by

both men and women (Thompson, 1996). They tend to be involved in their communities; if they are college-age they are often active in clubs and social groups and if they are adults they often have respectable, stable careers (Welner & Welner, 2008). They also tend to be from non-marginalized populations (Nicoletti, 2009). In other words, they tend to be people who are viewed as possessing many traits of a "good" person.

I believe that Jane's assumption that her friends don't use date rape drugs is a valid assumption because a vast majority of people don't use date rape drugs. It would be absurd for her to assume that every acquaintance is a potential date rapist and I am in no way suggesting that any of her participants are, have been, or ever will be perpetrators. However, I find it worrisome that she seems to believe that she can identify who is a capable of sexual assault based on an individual's personality.

Jane also says that the bystander intervention training's message is going to be lost on her group of participants because the information is "redundant". While I understand how seeing a presentation on the same topic twice in a short period of time might result in participants paying less attention, the idea that the information is ineffective because it is redundant is simply not true. As Shannon notes in her interview, learning how to use or teach intervention techniques is a process that takes a great deal of time and effort. Shannon works with students for months, sometimes years, before she feels comfortable taking them in the field. Even then, she makes sure that an experienced WAP member accompanies them. Bystander intervention techniques are complicated. In the United States, people are socially conditioned not to interfere in situations that they are not directly involved in (Berkowitz, 2009). Learning to recognize potentially harmful situations and learning how to respond to those situations appropriately takes practice. Recognizing potential sexual assaults and knowing how to prevent sexual assaults takes practice

and it also requires basic knowledge about sexual assault and sexual assault prevention. The fact that Jane thinks she can recognize people who use date-rape drugs and that she also thinks her training is ineffective because it is redundant makes me question how much she knows about bystander intervention, sexual assaults, or sexual assault prevention.

Jane's comments about date-rape drugs and the ineffectiveness of her bystander intervention training bother me because I feel like Jane *should* understand why her perspectives might be inaccurate, but I don't get the sense that she does. In particular, I think it is a common assumption that one can identify sexual assault perpetrators. I think that assumption that could have been dispelled if the WAP training or the class had made it clear why that assumption is wrong, a point that seems especially important considering that Jane and other women in the class are at a higher risk for sexual assault because they live on a college campus (Fisher, Cullen, & Turner, 2000; "Statistics on Sexual Violence", 2015). Further, Jane's comments about "roofies" reinforce Shannon's concern about Plains University students' views on date-rape drugs, which Shannon describes as "very much, 'not in my town.'" Shannon explains that students are resistant to the idea that date-rape drugs are being used in Stephensville and that she is frustrated by this resistance because she knows that date-rape drugs are being used in Stepehensville. However, despite Shannon's frustration and concern, I can't find information in my data that indicates date rape drugs were ever discussed in the WAP training or the class. There is information about date-rape drugs on the WAP's website but I can't find any indication that Keith or Shannon ever talked to students about date-rape drugs. That discussion may have occurred, but I don't remember it, no one mentions it during the interviews, it isn't part of the course curriculum, and I don't have notes about it.

While looking over my data to find evidence of discussions about date-rape drugs, I notice that the absence of information about date-rape drugs is not the only indication that the service-learning project doesn't thoroughly address sexual assault or sexual assault prevention. The course curriculum doesn't include a single reading or assignment that explicitly addresses sexual assault or sexual assault prevention. To be fair, Keith seems more interested in cultural humility and there are many readings in the curriculum regarding cultural humility, but sexual assault prevention is important to him as well. He identifies this as a goal of the project when he explains what drove him to design it in the first place: "research suggests that the best way to get at [sexual assault prevention] is to change campus culture, and that the best way to change campus culture is to enlist student participation in bystander interventions." Keith and Shannon identify sexual assault prevention as an intended outcome for the project but there isn't much in the curriculum to help students understand sexual assault or sexual assault prevention. These topics come up occasionally in class discussions, but with the exception of the WAP training, the course doesn't include plans to discuss or read about them. This seems like an odd omission, considering Keith and Shannon's dedication to sexual assault prevention on campus. This could be remedied if the project was more integral to the curriculum and the class had more time to focus on topics that are relevant to the project. However, I also wonder if this omission is an indication that Keith and Shannon have too many goals for the project.

Shannon and Keith designed the project to meet several mutually identified outcomes, including bystander intervention training and cultural humility education, which includes efforts to reduce sexual assaults. Separately, they have other outcomes for the project as well. If they are serious about achieving their mutually identified goals I think the curriculum should reflect those goals. If Keith does not want to change the curriculum then it might make more sense if Keith

and Shannon reconsider what they want the project to achieve. If, for example, Keith wants to focus on cultural humility as it relates to cultural identity, then the project might work better if the WAP training focuses on the concepts that are most relevant to cultural identity, such as gender identity, racial identity, microaggressions, cultural appropriation, and so on. If they want the project's outcomes to include effective sexual assault prevention, I think the project will have to become a more important, more integrated part of the overall course if for no other reason than the class needs more information about sexual assault prevention and more time to understand that information. As it stands, the project is successful, but not as successful as it could be. I think it is possible for the project to meet every participant's desired outcomes, but until the project is a more substantial part of the class, I don't think it will.

What I've learned about service-learning in first-year composition

Scholars who write about service-learning in first-year composition tend to be divided into two camps. Nora Bacon (1999), a service-learning scholar and practitioner, describes this divide as those who advocate "writing *as* service" and those who advocate "writing *about* service." The first camp includes those who think that the service-learning experience should require students to produce graded work that both directly benefits the community partner and fulfills standard first-year composition course requirements (Arca, 1997; Bacon, 1999; Dorman & Dorman, 1997; Heilker, 1997; Watters & Ford, 1995). Students in these types of service-learning courses might write pamphlets or reports for a community organization, then turn that written work in for a grade as though it were any other writing assignment. The second camp includes those who think that the service-learning experience can supplement standard first-year composition course requirements (Clayton & Ash, 2009; Deans, 2000; Flower, 1997; Herzberg, 1994). Students in these types of service-learning projects might do volunteer work with a community organization

that is completely unrelated to the class, such as working with an animal shelter, or they might complete work that is related to the class, such as working as a writing tutor, but the actual "service" aspect of the service-learning project isn't graded like a typical assignment. Instead, students write papers or give presentations related to their experiences and those papers or presentations are included in the graded work for the course. In both these types of classes, reflection is an important aspect of the service-learning experience and instructors maintain contact with the community partner to ensure students are fulfilling their service requirements.

I have always identified with the second camp. I don't think that students have to produce work that directly benefits a community partner and fulfills first-year composition course requirements for a service-learning experience to be valuable. I think the service-learning experience can serve as the basis for class discussions, research assignments, critical reflection, and presentations, among other things. After studying Keith's service-learning project, I remain in the second camp, although I can certainly see the advantage of having students practice skills that they learn in the course as part of their service requirement. Keith's project requires students to craft and deliver a presentation and in doing so they practice rhetorical skills and public speaking skills, which are important parts of the course curriculum. I also see the advantage of not grading students' service-learning experience. I think that students have ownership over their bystander intervention trainings because Keith isn't present while they conduct them. He didn't tell them what they had to include in their trainings; he let them decide, and I think one reason students feel their trainings are valuable is because they have the opportunity to focus on whatever content they think is important and omit whatever they think is less important. It also gives students the opportunity to work with content that they feel comfortable with. Lily includes sexual assault prevention in her presentation because it is important to her but I can't imagine

that anyone would recommend requiring a recent sexual assault victim to discuss sexual assault in a public forum.

This study also reminded me that "service-learning is neither automatically successful nor inevitably beneficial" (Adler-Kassner, Crooks, & Watter, 1997). Mike pointed out that a fundamental flaw in many instructors' approach to service-learning is the assumption that students will take it seriously. Introducing a service-learning component to the course does not guarantee student engagement with either the course or the content, especially if they view it as just another course requirement. I think Keith's project worked because it engaged students with content that was important to many of them. Throughout the semester students proved that they were invested in making their community stronger and bystander intervention gives them an opportunity to become an active agent in their community. When the project was pushed aside I think some students began to view it as an additional course requirement because it seemed less important. I'm sure that a few students always viewed the project as just another course requirement, but others seem to have lost interest after the project lost momentum. Service-learning is not automatically successful or inevitably beneficial, but I think there are ways to ensure that it has the potential to be successful and beneficial to students who are willing to engage in service-learning. Keith picked a good topic for the service-learning project, one that was compelling and relevant to his students. However, I think students had too many opportunities to forget why the project was compelling or relevant. I was surprised when the attitude towards the project shifted so dramatically after students started conducting their trainings but perhaps I shouldn't have been. Whenever the class was engaged with the content, not just talking about the project's due date or what they needed to do to earn a passing grade, but actually engaged with the content, they seemed excited. If that excitement had been

maintained throughout the course, students' perceptions about the project might have been a lot more positive.

Finally, I learned that I should probably be a little more inclined to consider how a person's lived experience might be just as important as academic research about that experience. I see the irony in making this statement in an academic research paper, but I have two good reasons for coming to that conclusion.

First, my initial impressions about the service-learning project were based on expectations I had developed for the course based on service-learning scholarship.

In my interview with Mike, he explains that he finds the "1 in 4" or "1 in 5" statistic on campus sexual assaults problematic. Initially, I explain why I agree with him, however, after revisiting my interviews; I have to consider that I may be wrong. Normally, I don't advocate using potentially inaccurate statistics just to further a cause, but my interview with Lily makes me reconsider that stance.

In total, I interview five students, four of whom are female. One of those four female students was sexually assaulted *that semester*. I think Lily volunteered to sit for an interview because she wanted to share why she felt the project was important. It is not lost on me, however, that the ratio of women who were sexually assaulted to total women or total individuals I interview aligns with the "1 in 4" or "1 in 5" statistic. If I had selected five students at random, what are the chances that one of those students would already have experience a sexual assault, or that they would experience a sexual assault while on Plains University campus? I may never know, and with good reason. It is estimated that at minimum, a staggering 70% percent of women never report their assaults ("Statistics About Sexual Violence", 2015), a statistic that in itself is problematic because it is impossible to measure how many women never disclose sexual

assaults. This, in turn, made me realize that the "1 in 4" or "1 in 5" statistic will likely never be accurate for the similar reasons; the sample will always be too small, the data will always be self-reported, and the instrument will always be inadequate. We can make well intentioned, educated guesses, but we will never know with certainty that we are correct.

After talking to Lily, I do know that I would have shouted those numbers at anyone who would listen if there were even a tiny chance that it would have prevented her from being assaulted. Unfortunately, I know people who identify as men, women, or otherwise who have been sexually assaulted, hearing about sexual assault is not a new experience for me. When Lily disclosed her assault, I was reminded that sexual assaults on college campuses are a real, ongoing problem that affects people I care about. Her disclosure made me reconsider whether it matters if statistics on sexual assaults are accurate. The potential inaccuracy of statistics on campus sexual assault paled in comparison to that statistic's potential to prevent assaults. Nation-wide programs are being built based on those statistics. If using them will help prevent sexual assaults then let's use them, accuracy be damned. At first I felt ashamed by how quickly I changed my mind. After much reflection, I have decided that as long as it doesn't hurt innocent people, I don't care about a statistic's accuracy if it does more good than harm.

Conclusion

When I first started researching service-learning, I was convinced that a poorly designed, poorly implemented, or poorly received service-learning experience could do irreparable damage to the community or the students. As a result of this concern, I was too afraid to include service-learning in my own courses. I engaged in service-learning as a student, a co-teacher, a research assistant, and an advisor, but I never taught it on my own. I was afraid that if the service-learning failed, then the rest of the course would inevitably follow. I didn't want to risk making my

students hate service-learning, college, or writing, and I didn't want to risk hurting my community.

Additionally, I became extremely critical of other service-learning courses or projects even though I knew I was incapable of doing better. But as long as I never tried, I could continue to believe that my service-learning class would turn out well, that it would be sustainable, reciprocal, and that my students would love and learn from the experience. I was somehow simultaneously pessimistic and idealistic about service-learning. I believed service-learning was superior to most other pedagogical practices, but that if I tried it, it would be a disaster.

I think I understand why I was so worried about including service-learning in my courses. I have always advocated for service-learning in first-year composition courses. I believe that a successful service-learning experience in a first-year composition course has the potential to be more beneficial to the students, the instructor, and the community than most other pedagogical practices. However, before I started this study I hadn't seen many examples of successful service-learning in first-year composition courses. In fact, when I think of unsuccessful service-learning, the first examples that pop into my head are from first-year composition courses. This study didn't change my belief that service-learning is risky or that it needs to be thoroughly planned and researched, but it did help me understand that a service-learning experience doesn't have to go perfectly to go well.

This study focuses on a service-learning project that was flawed, but successful, and was part of a course that in my opinion was also successful. The service-learning project was a source of stress at times, but I think it was a beneficial experience for most of the students. On the last day of class discussions, students seemed proud of their work in the class and proud of what they

accomplished by completing the project. The project was a source of stress, but ultimately, I think that it made the class more successful overall.

I designed this study because I wanted to take a closer look at service-learning in a first-year composition course. I wanted to explore what makes service-learning in first-year composition successful or unsuccessful. I wanted to see if there is a place for service-learning in first-year composition or if it is too complex for a mandatory first-year, general education course.

The project in this study helps me understand how service-learning can strengthen a first-year composition course. When I think of the most successful aspects of the class, including the in-class discussions, the legislative testimony speeches, and the overall class dynamic, I find their origins in the service-learning project. The WAP training helped establish a discourse for the class. It provided language that helped students articulate their thoughts about topics like cultural humility and identity, which were important to the course as a whole. It set out ground rules for civil discourse and exemplified how to debate or argue without resorting to anger or personal attacks. The discussions in the class would not have been as productive if students weren't able to debate while maintaining civility. The legislative testimonies, which I thought were incredible, were closely connected to the project and I think that connection made the testimonies better than they would have been if the project had not been part of the class. The discussions that took place during those speeches showed me that students were aware of what was happening in their community, that they felt strongly about injustices that didn't directly affect them, and they had ideas about how to alleviate those injustices. In other words, I saw them embody cultural humility.

I see other ways that the project strengthened the course. To complete the project, most students had to speak to an authentic audience, which was a new experience for many. They also

had to create a presentation, find participants, and collect feedback on their work. They had to conduct research, collect data, and build an argument. None of this was graded, which I think gave students a different perspective on the rhetorical situation. This project involved a different kind of purpose, or "exigency," than what students will experience in most of their other first-year courses. In completing the project students worked towards a grade, but their choices about what to present or who would be in their audience didn't affect that grade. In this way, I think, they experienced exigency that mimics what they will encounter outside of academia. They decided what was important based on their personal experiences and values, then shared that information with their peers.

The project has flaws, but it is successful despite of those flaws. This study convinced me that conducting a successful service-learning experience in a first-year composition course is not only possible, but that even if that service-learning experience doesn't go as planned, it can be beneficial.

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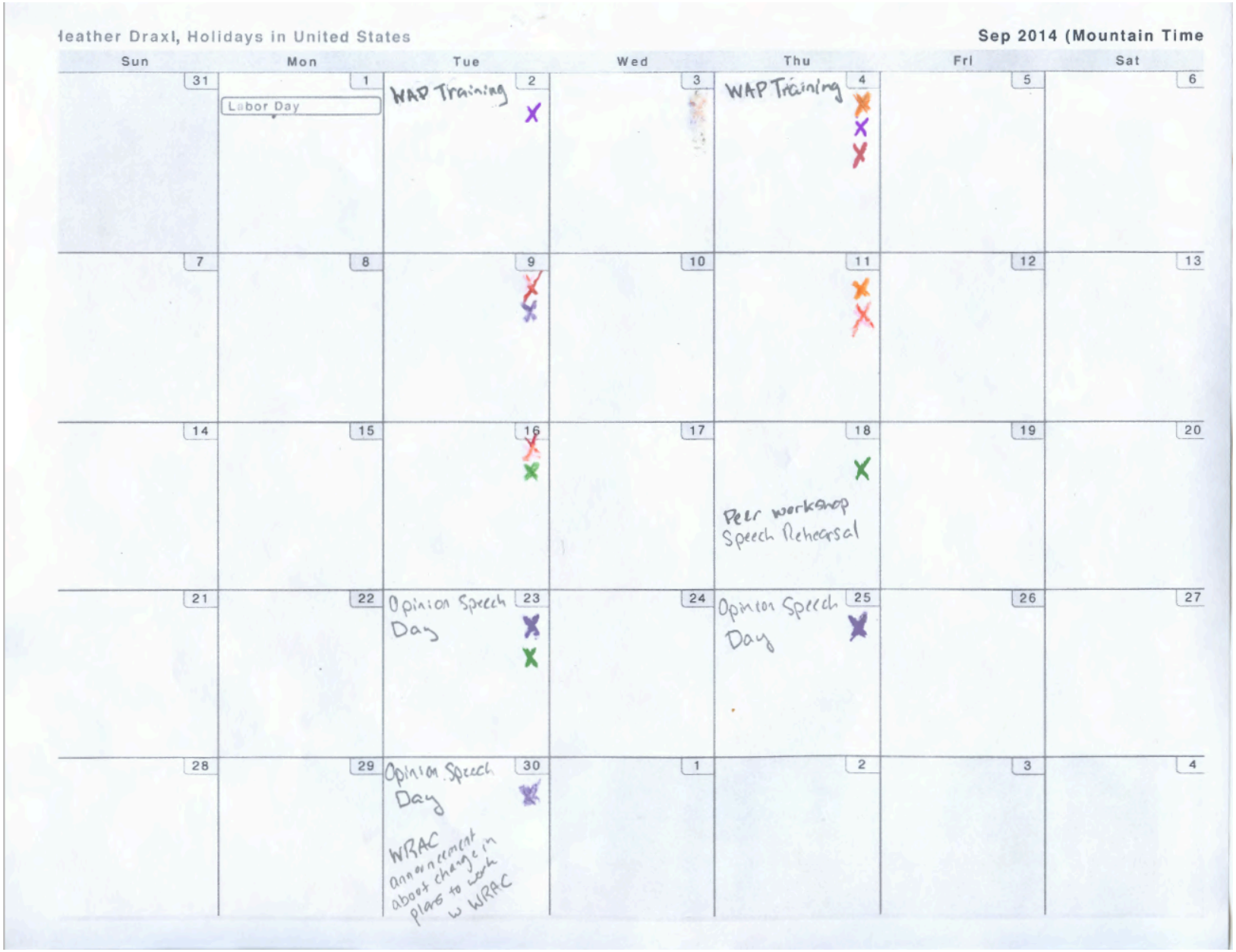
APPENDIX A: ORGANIZATIONAL CALENDAR

August 2014

September 2014


Heather Draxl, Holidays in United States
Sep 2014 (Mountain Time
Sun
Mon
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Labor Day
WAP Training
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WAP Training
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Peer workshop
Speech Rehearsal
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Opinion Speech Day
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Opinion Speech Day
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Opinion Speech Day
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WRAC announcement about change in plans to work w WRAC
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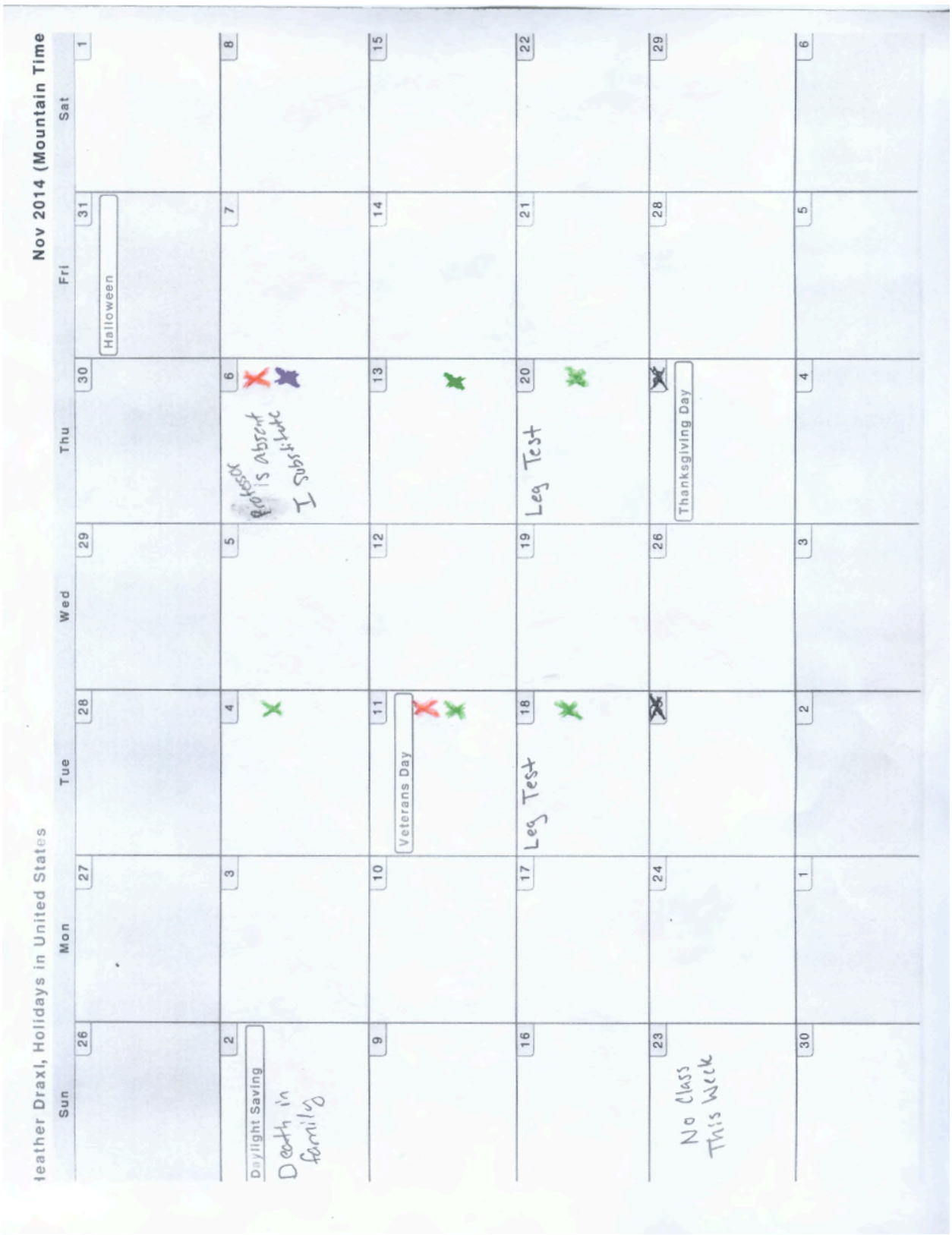
October 2014

November 2014



December 2014

APPENDIX B: INSIDER LANGUAGE

List of insider terms from the WAP training

This is a list of specialized words or terms associated with the WAP's bystander intervention training. The WAP introduces these words to the class during their in-class bystander intervention training, which takes place during the second week of the semester.

The phrases in italics are introduced as ground rules for discussions during the training.

Words:

Agency

Blind spots

Blinders

Collective power

Cultural bias

Cultural appropriation

Cultural competency

Diversity

Dominant identity

Embody

Gender fluid

Gender identity

Gender identified

Gender inclusive

Gender neutral

Ground rules

Identity salience

Intersectionality

Journey

Lived experience

Marginalized

Microaggression

Non-binary

Othering

Privilege

Pronouns of preference

Self care

Self-reflection

Self worth

Transgender

Trigger

Phrases:

Amplify your voice

Be present

Challenge the idea, not the person

Cycle of socialization

Get to the essence of the issue, don't personalize it

Diversity is not the same as difference

Embodying an identity

Equity is not the same as equality

If I'm saying nothing, I'm still doing something

Recognize and celebrate

Taking off our blinders

We all have diversity

APPENDIX C: SAMPLE OF CLASSROOM OBSERVATION NOTES

This is a sample of classroom observation notes from September, 19 2014. These notes were originally entered into a spreadsheet and span width of the computer screen, rather than the width of a page. When in spreadsheet format, the notes appear side-by-side in three columns: “Time”, “Activity”, and “Notes on Activity”, rather than four columns. I have added an additional “Time” column next to the “Notes on Activity” column to make the notes easier to understand while in page view.

Time	Activity
3:30 - 3:35	[Keith] hands out the speech order for opinion speeches He displays daily powerpoint on overhead projector Asks if anyone has questions or comments about the opinion speeches
3:35 - 3:40	A student who has to give their speech on the first day explains that they are nervous Keith tells humorous story about previous attempts students have made trying to get out of speaking on the first speech day Student asks a question about the cultural artifact assignment: "what, exactly, is a cultral artifact?" Keith moves on to first page of powerpoint, which includes questions about the cultural artifact and the autoethnography assignments that students have asked via email or in office hours
3:40 - 3:45	The first question on powerpoint is "What do you mean by cultural artifact?" Keith navigates away from powerpoint to web browser then shows the Weird Al Yankovich video for "Tacky"

3:45 - 3:50	Asks them to write about the video for about a minute by answering the question: "What do you have to know to make sense of this video?" Students start to volunteer their answers One student explains that you need to be familiar with the original song that the Weird Al song is based on Keith asks why you need to be familiar with the original song A different student responds that the song is funnier if people understand it is a parody We talk for a second about parody: What is the definition of parody? As in, what makes the Weird Al song a parody? Students volunteer their answers about what makes the song a parody
3:50 - 3:55	When a student suggests we can tell a parody by the tone, Keith quotes the first line of Pride and Prejudice as an additional example of how tone helps drive meaning. He explains that the sentence shapes what we expect the book to be about: because of the first sentence, we read the rest of the book in a certain way He also points out that it helps to understand the culture that the book came out of to fully comprehend the book Students continue providing examples of what you need to understand to make full sense of the Weird Al video, including references to other contemporary media in the video A student suggests that the video makes more sense if it is considered part of a specific time period within a culture. It wouldn't make sense a few years ago and will be less relevant to people in the future unless they understand what life was like when the video was produced
3:55 - 4:00	Keith continues to answer questions from powerpoint and clarifying questions asked by students: yes, you need research in both the cultural artifact and the authoethnography essays yes, you can use a physical artifact or an experience for the cultural artifact essay yes, you can use a culture that is not as well known to the general public as a major religion or racial identity

4:00 - 4:05	Keith looks at clock and begins to talk faster He tells them that they will all do a great job on their first speech
4:05 - 4:10	He tells students they have the rest of the class to rehearse opinion speeches and can stay in the room or go somewhere where they won't bother other classes in progress He asks them to come back between 10 and 15 past 5pm Students count off to determine groups then gather and decide where to rehearse. Most groups choose to go outside to rehearse, no groups stay in the classroom.
4:10 - 5:20	For the rest of class, student occasionally drift in and out of the room to ask questions, but for the most part, they rehearse then return for the last five minutes of class, which Keith reserves to remind them to check the assignment sheet if they have questions, then stop by office hours or email him
Time	**Notes on activity**
3:30 - 3:35	Today we start at 3:32
3:35 - 3:40	I believe this story is intended to calm students' nerves about their first speech
3:40 - 3:45	Although Keith does not say so explicitly, students seem to understand that this is an example of a cultural artifact, or rather, a response to the question Students seem to enjoy this video, a few who have seen it before are visibly excited and say things like "yeeeees!" or "this is so funny"
3:45 - 3:50	He does not say so explicitly, but students seem to understand that this is an exercise intended to help them think about defining culture
3:50 - 3:55	Keith uses the word "other" while explaining power/dominance in cultures
3:55 - 4:00	Keith continues to respond to student questions using the Weird Al Yankovich video as a touchstone. For example, he asks what kind of research students might conduct if the video was their cultural artifact Keith frequently answers either/or questions with "yes", which seems to annoy some students and makes other students smile or laugh
4:00 - 4:05	
4:05 - 4:10	It is a nice day out. Once students disperse, I can see some groups through the window. I spend the rest of the class in the classroom talking to Keith and watching the students out the window. The students I can see take turns standing and delivering the speech while the rest of the group sits and watches. At least one group seems to have employed a timekeeper - I see one student raise their fingers to indicate how many minutes are left.

APPENDIX D: COURSE SYLLABUS

Any personal identification, department identification, and school identification have been removed from this document.

Fall 2014

Department Goals

Rhetoric is a foundational course in the General Education curriculum. The course prepares students for engaged participation in University life through practice in critical thinking, reading, writing, listening, speaking and research skills that future courses will build upon, regardless of major.

Sound academic literacy skills are broad in scope and promote responsible citizenship in a democracy. Because of the prominence and power of print literacy in academic and professional spheres, the Rhetoric course emphasizes the development of verbal literacy skills. As literacy extends beyond print to digital and other media forms, Rhetoric courses emphasize the roles, purposes, and impacts of multiple media on audience and social context. The curriculum is grounded in the idea that consequential questions of public import generate diverse responses. The sequence of assignments begins with description and rhetorical analysis of those responses, taking into consideration purpose, medium, occasion, and audience. The sequence ends with students crafting informed and well-considered presentations/compositions that take into account the interests and concerns of the intended audience.

Instructor's Goals

Rhetoric aims to help you improve your writing, speaking, listening and reading so that you can participate more effectively in public controversies and learn more at the university.

As you write and speak this semester, I hope you will improve your ability to come up with appropriate topics, draft papers and speeches, revise your writing and polish your performance. The course asks you to focus your attention on the rhetorical features of texts: your own, those you read, and those you listen to. These features include purpose, audience, and occasion; content, organization, and style; issue and claim; evidence; propositions of fact and value. Rhetoric demands that you listen, read, think, speak and write, skills crucial for your other courses and for your lives outside the university.

The course focuses on controversial writing and speaking. It asks you to describe, analyze and evaluate writing or speaking from a variety of perspectives. The course asks you to locate writing or speaking within a narrative, analyze it with respect to its values, assumptions and interests and understand the strategies it uses.

In order to claim the authority to speak you must pay sustained attention to a topic. Sustained attention means that you explore topics in the library and other domains, responsibly process information, evaluate the credibility and reliability of sources and cite clearly and appropriately. Most of all, it means thinking seriously about the issues you examine and the audiences you address.

Honors Rhetoric

The difference between an Honors section of Rhetoric and a non-Honors section of the course is primarily qualitative. You may find yourself doing a bit more writing and reading than your non-Honors peers, and your speeches may be a bit longer. However, the differences will be subtler and more pervasive than mere page or minute counts entail.

First, and perhaps most important, the other students in the room will have accepted the challenge of The University of Iowa's Honors Program. This means that your peers have been

picked out by the university because of their past achievements, and they have opted to seek a richer, deeper learning experience. If class goes as I plan, they will challenge you every day.

My expectations for Honors students are quite high. I expect that you will desire to think and work hard in order to learn in a way that transforms your thinking and enlarges your skills. This means that I expect to work harder than I might in a non-Honors section to create opportunities to succeed on your terms as well as the institution's.

The readings and the assignments for the course are much the same as those for a non-Honors Rhetoric section. The difference will lie in our approach. I have chosen the readings and the assignments in hopes that you can engage as much intellectual complexity and depth as possible. A successful Honors class presents material that allows all students to work at their highest capacity.

One thing that you can expect to do in this section is examine what it means to be an Honors student. University education in general, and Honors in particular, exist in a social and cultural context that we will examine in some detail.

I grade Honors sections as I would a non-Honors section. In other words, if you would have earned a particular grade in a non-Honors section, you will earn that grade in this one. You will not be in a situation where you lowered your GPA by taking on a challenge.

Service Learning

The course requires community service to be completed by the end of the semester, probably by Thanksgiving. You will engage this service through [removed for privacy reasons] We will begin with [WAP] presentations on cultural difference, bystander intervention and how to improve campus climate, especially for populations that have been bullied, harassed and otherwise disadvantaged.

During the course of the semester, you will present material you have learned in the [WAP] presentations, the Berkowitz book, *Response Ability* and our class discussions to students like yourselves. You may work with [WAP] staff to deliver training to groups who have requested such training. You may recruit your own trainees, and design your own presentation. You may identify a group that would benefit from bystander education and assist [WAP] in training them. In short there will be a variety of opportunities to do this work, either with experts or on your own, and we will work on devising them in class.

A significant portion of your writing and speaking, formal and informal, will benefit from deep engagement with this community service. I have adjusted the reading, writing and speaking assignments so that the course involves the same amount of work as an Honors Rhetoric course without a service-learning component. However, if you have an especially inflexible schedule, you might have difficulty meeting the requirement, and community service is not for everyone. If you cannot commit to do this work, you should find another section of Rhetoric.

More details about service learning will emerge as the semester proceeds.

Required Texts

Lunsford, A., et al., *Everyone's an Author*. Norton. 2012. (Available through the University Bookstore. You may also purchase the book in e-book format online.)

Berkowitz, Alan. *Response Ability: A Complete Guide to Bystander Intervention*. (Available through the [removed for privacy reasons])

Readings (You may access these readings, at no cost, through the university library's catalogue. We will not read all of these, and other readings may be added, if the class as a whole chooses.)

Bruner, Jerome, "The Narrative Construction of Reality," *Critical Inquiry*, Vol. 18, No. 1 (Autumn 1991), pp. 1–21.

Doniger, Wendy, "Many Masks, Many Selves," *Daedalus*, Vol. 135, No. 4 (Fall 2006), pp. 60–71.

Geertz, Clifford, "Deep Play: Notes on the Balinese Cockfight," *Daedalus*, Vol. 101, No. 1 (Winter, 1972), pp. 1–37.

Kipnis, Laura, "Something's Missing," *Women's Studies Quarterly*, Vol. 34, No. 3 & 4, (Fall/Winter 2006), pp. 22–42.
Kohn, Alfie, "Who's Cheating Whom?" *The Phi Delta Kappan*, Vol. 89, No. 2 (October 1997), 88–94, 96–97.
McIntosh, Peggy, "White Privilege: Unpacking the Invisible Knapsack," *Independent School*, Vol. 49, No. 2, (Winter 1990), pp. 31–36.
Menand, Louis, "Live and Learn," *The New Yorker*, Vol. 87, No. 16, (June 6, 2011), pp. 74–79.
Murray, Donald, "10 Habits of a Successful Writer," *Writer*, Vol. 122, No. 12, (December 2009), pp. 24–25.
Pratt, Mary Louise, "Arts of the Contact Zone," *Profession*, 1991, pp. 33–40.
Tompkins, Jane, "'Indians': Textualism, Morality and the Problem of History," *Critical Inquiry*, Vol. 13, No. 1 (Autumn, 1986), pp. 101–119.
Tompkins, Jane, "Pedagogy of the Distressed," *College English*, Vol. 52, No. 6 (October 1990), pp. 653–660.

Formal Writing

Twice during the semester, I will ask you to do drafted, revised and carefully edited writing.

Here is the most important thing for you to understand about the formal writing for this course: I will be looking for evidence that you have thoroughly revised your writing on all levels. In other words, your formal writing should show that you've carefully considered the issues you address, that you've thought through how to organize your writing and that you've meticulously prepared your writing for a demanding audience.

Speeches

You will give two formal presentations in the class. I expect these speeches to be well rehearsed and attractively presented. The first speech will explain to us why you take a particular position on some current controversy. In your second speech, you will advocate before a panel representing a legislative body.

You will find more specifics in the assignments I will hand out.

There will be other, less formal, speaking occasions as the semester proceeds.

Here is the most important thing for you to understand about the speeches: When I evaluate the speeches I will be looking for evidence that you have thought hard about the issues that you

discuss, that you have thought hard about the audience that you address and that you have prepared and rehearsed your speech thoroughly.

Informal Writing
There will be many informal writing assignments, from impromptu in-class responses to informal writing at home. I will look at these from time to time during the semester and they will factor in your grade. Please keep a copy of everything you write for this course.

Working with Other Students' Writing and Speaking
Expect to spend a good deal of time, thought and energy responding to other students' writing and speaking both in discussion and in writing. I will evaluate your responses to other students and they will factor in your final grade.

Reading
Everyone's an Author will function as the textbook for the course, and will provide guidance on effectively composing and presenting formal writing and speaking. In particular, I chose this book because of its chapters on research.

We will read and reread a small group of essays, examining how they work and what they say. I selected these essays because they are harder than those in traditional first-year composition readers and because they are the kind of essays that you may very well encounter in your more advanced classes, especially in the humanities and the social sciences.

Please keep up with the reading. Have assigned work read completely when you come to class. If you find the pace too fast, talk to me about it, either in class or the office.

I expect that we will conduct a discussion class. This means that you should come with the assignment read and you should make an effort to formulate a response to it (some of the informal writing will be designed to help you do this). Even when I do not require that you write

a response, you will find it useful to write a couple of paragraphs or at least a couple of sentences.

Grades
I will use the university and College of Liberal Arts grading scales, including pluses and minuses.

The Rhetoric Department forbids awarding an A+.

You will earn your final grade depending on your papers (approximately 15% for the cultural artifact paper, and 25% for the auto-ethnography), your speaking (approximately 15% for the opinion speech, and 25% for your legislative testimony), and 20% for your informal writing, informal speaking, and class participation taken together. These percentages are approximate. Your final grade may be slightly higher than the weighted average of the grades you receive on your formal assignments, but it will not be lower.

If you experience any uncertainty about where you stand in the course, please come see me in the office.

Absences and Late Work:
According to University policy, absences from class are excused in the following circumstances:

Illness or injury.

Family emergencies.

Mandatory religious obligations – must be documented and arranged in advance.

Authorized University activities – must be documented and arranged in advance.

If you have a conscientious objection to course material covered that day, you may chose not to come, and may be asked to complete an alternate assignment or activity. Please consult me in advance.

Late work is acceptable only by arrangement with me, and it may not always be logistically possible for you to make up a public oral presentation even if an absence is excused. Please consult with me if you must miss class, or if you anticipate difficulty meeting deadlines.

A pattern of missing classes, arriving late to class or missing deadlines is sure to hurt your participation grade. Some classes, for example speech days, peer review days or due dates, are so important that as few as one or two unexcused absences may negatively affect your participation grade.

Workload Expectations

You must make a commitment to keep up with this class.

In general, Iowa expects you to do between two and three hours of work outside of class for every hour we meet. As this class meets four hours a week, that means you should budget a substantial amount of time to your homework every week. Expect that the workload will vary: some weeks you will do more (or less) than others.

If you find yourself consistently doing more than twelve hours per week on your homework, and still unable to keep up, either raise the issue in class or come see me in the office.

Classroom Expectations

You must be willing to contribute to the discussion by speaking your mind, by listening respectfully, and by responding to your classmates in a manner that encourages them to speak. Since we will be talking about subjects that may well be both personal and controversial, it is important that you make a commitment now to listen and speak respectfully. Strong opinions, forcefully conveyed, are welcome in my classroom. So are humor and serious play. The distinction is this: if you intend to further the discussion, to advance your point of view, or to get other people to respond to your ideas, speak up. If you intend to silence or demean others, please keep what you have to say to yourself.

I am not exempt from this rule.

If you feel you have been silenced or harmed by another student, or by me, please talk to me as soon as you can. Any conversations of this kind will be confidential, if that's your preference. Please avoid using your computer or any other electronic device, except for activities directly related to class. If you are a parent, or there is some other legitimate reason your cell phone may ring during class, let me know in advance.

The Writing Center

The Writing Center, [removed for privacy reasons], provides individual assistance with your writing. You may find its hours and sign up for appointments at [removed for privacy reasons] Tutors in the center can help you with each stage of your writing process, from finding topics to polishing your prose. They can also help you with any other writing tasks you may have, from class assignments to scholarship essays.

The Speaking Center

The Speaking Center, [removed for privacy reasons], can provide you with individual help with your speeches, from selecting the topic to polishing the presentation. They will be open during the first week of classes, if you already know you want their help. The URL for their web site is {removed for privacy reasons]

Students with Disabilities

I would like to hear from anyone who has a disability that may require some modification of seating, in-class writing or other class requirements so I can make the appropriate arrangements. Please see me after class or during office hours. If you have a disability of any kind, you are entitled by law to reasonable accommodations that do not diminish the integrity of the class. I am committed to making these accommodations in ways that make it possible for you to succeed.

Insofar as the law and university policy allow, anything you tell me about any disability or difficulty you may experience will remain strictly between you and me.

As I understand the law and university policy, for it to be permissible for me to make an accommodation, you must devise that accommodation with the Student Disability Office.

Academic Misconduct and Plagiarism

When speakers or writers use other people's words or ideas and present them as their own, they plagiarize. If I do my job well, it will be very difficult for you to fulfill our assignments with plagiarized work. In any case, as Rhetoric is a writing course, the course should address the responsible use of sources. It will.

As you will find during the semester, writing and speaking require a good deal of collaboration between writers, speakers, colleagues, mentors, audience members and others. The boundaries of permissible collaboration, both in school and out in the world vary according to the rhetorical and educational situations. This class will address these issues. In general, collaboration will be encouraged, but there are limits, we will discuss those limits and boundaries will be clear.

Occasionally, a student will present someone else's work as his or her own, intending to deceive. This is a very serious offense. If you do so, and I detect it, I will fail you on the assignment, and pursue further sanctions through the department and the college. Please see Code of Academic Honesty [removed for privacy reasons] for further information.

If you have questions about how to avoid plagiarism, please bring them up in class or in a conference with me.

Adds/Drops & Transfers

All section changes are handled on-line, unless you are told you must have an Add/drop slip by your advisor. Add/drop slips are valid only if signed by the DEO of the Rhetoric Department: I have no authority to sign them. No Adds are permitted after the first Friday of the fall semester

and after the first Monday of the spring semester. Transfer students are placed in this course based on your transcript. If you have questions, contact the Rhetoric Office [removed for privacy reasons].

[An additional two pages of departmental procedures, including information about academic honesty, grading policies, and contact information for various concerns, was included in the original syllabus but has been removed for privacy reasons]