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ABSTRACT
              This paper describes how the literacy methods course at
Washington State University was modified in light of critical literacy and
service learning perspectives. The goal has always been to teach preservice
teachers literacy development strategies within units of instruction of their
own design, units they construct that integrate content and literacy
strategies as well as issues and practical ideas related to justice, civic
responsibility, caring, personal growth, and service learning. In the first
phase, from 1989 to 1992, the researchers worked using action research and
teachers-as-researchers methods to develop and validate the broader
instructional context of the course to use a community of learners approach
and the use of student portfolios. The second phase involved the integration
of service learning from 1992 through 1995. The program focused on service
learning as a subcomponent of content learning and the functional use of
content literacy skills. Students worked to weave service learning into the
content literacy lesson plans they write in the course, with service learning
subordinate to their learning in the course. It appeared that integrating
service learning into brief lesson plans was not successful; students were
then asked to include service learning in more elaborated units of
instruction that were usually longer than 1 week. The third phase of course
development involved integrating service learning and placing work on the
World Wide Web, a phase that began around 1996 and was ongoing at the time of
the paper. Several examples are given of the ways in which students developed
Web pages for their lessons. The paper lists 19 sources for additional
information. (Contains 6 figures and 34 references.) (SLD)

Title:

Integrating content literacy, critical literacy, and service learning: A line of research during a decade-long odyssey

Note: *This literacy education paper, intended for junior faculty and graduate students, is a supplement for Dr. Maring's Presentation at the Fall 2000 Research Colloquium of the Department of Teaching and Learning, College of Education, Washington State University, Pullman, WA. 99164 [October 26, 2000]*

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Content Literacy, Critical Literacy, and Service Learning   1

Title: Integrating content literacy, critical literacy, and service learning: A decade-long odyssey

William S. Gray (1960), a pioneer himself in the International Reading Association, explained ----

> Perhaps the pioneers of universal literacy erred in believing that this ability [to read and write] would liberate from ignorance, disease, poverty; perhaps as a consequence, they erred, too, in concentrating on this ability without relating it to welfare, social progress, and demographic growth. Those who are aware of the appalling extent of ignorance, poverty, and disease now realize that literacy as a skill is not enough; it must be viewed merely as an essential aid to individual and community welfare and inter group understanding.

In this quote, Gray was applying his observations to the challenges of literacy development world-wide. . . in the 1950's. Our overall purpose in the present article is to chronicle and explain how we have tried to update and apply Gray's vision in the domain known as content literacy.

Specifically, our purpose is to tell the story of our 10 year journey ---- to describe our odyssey, so that others might take steps in the same directions, although in ways best suited to their own circumstances. Our intent is tell the story of how we have modified our content literacy methods course at Washington State University in light of critical literacy and service learning perspectives. As content analyses of the most widely adopted textbooks [e.g., Vacca and Vacca, 1999] reveal, most content reading courses focus primarily on the domain of literacy skills and strategies and secondarily upon contextual and content domains. In this article, we show the progression of our persistent efforts to take a different tack ---- to "transform" our course, via a "critical" approach. Throughout these past ten years, our goal has been to teach preservice teachers to embed literacy development strategies within units of instruction of their own design . . . units they constuct which integrate content and literacy strategies as well as issues and practical ideas related to justice, civic responsibility caring, and personal growth, and service learning.

We first describe course-related changes that include the integrations of "critical literacy" [related to views by Shannon and by Luke in Jongsma (1991)]. The second phase of course development pertaining to service learning (see Erickson and Anderson, 1997) is then discussed. Finally, we address the placement of content area units, literacy strategies, and service learning ideas on the WWW and include a list of service learning resources. We conclude with our belief that service learning can serve as a partial antidote to radical individualism in America. Our goal in offering this article will be accomplished when both classroom teachers as well as instructors in teacher preparation programs [a "convocation of literacy educators" (Unrau, 1998)] become interested enough to co-opt and adapt some of our ideas into their own thinking and practices.

Our story unfolds in three phases. Even though we do not include full-blown or even truncated cases studies written up in keeping with guidelines for qualitative research suggested by Alvermann, O'Brien, and Dillon (1996), we think we offer enough specifics and qualitative details for readers to understand some of the main pathways we took as well as our reasons for taking them.

Adding "critical literacy" to content literacy strategies----Phase one [1989 to 1992]

During this first phase, we worked diligently using action research and "teachers-as-researchers" methods (Hopkins, 1985; Olson, 1990) to develop and rigorously validate the broader instructional context of the course that involved a community of learners approach and the use of student portfolios. In terms of student outcomes, Rousculp and Maring (1992) reported qualitative data analysis procedures and findings related to student outcomes as a result of their taking the course. Findings revealed that during 1990-91 students' portfolio writing exhibited 7 key outcomes --- metacognition, utilization of peer responses, use of prior knowledge, writing to learn behaviors, cognitive engagement, enthusiasm, and uses of intertextuality.

Since we wanted our students to find ways to integrate critical literacy into their content literacy strategies lesson plans, we first gave our students definitions and explanations of critical literacy. We noted for them that critical literacy pertains to teaching and learning processes which interconnect literacy with human and cultural

rights, social justice, and environmental justice. In conferences with small groups of students and by mini-lectures, we shared ideas from such sources as *Education for Critical Consciousness* (Freire, 1973); *Illiterate America* (Kozol, 1986); *People of the Lie* (Peck, 1983); *Freire for the Classroom: A Sourcebook for Liberatory Teaching* (Shor, 1993); or ideas from "Freire, Gray, and Robinson on Reading" (Maring, 1978).

Students initially responded with interest to the concept of broadening literacy and curriculum to include various critical literacy issues and topics. However, each semester many students indicated in class that that they were "not used to thinking about things this way." In addition, each semester, a smaller, but articulate, number of students indicated that they felt critical literacy dealt too much with "liberal or radical" ideas. These students asserted that they, too, were concerned with matters of justice and ethics, but that their solutions and slants were grounded in conservative and traditionalist ideas not only in the political arena, but also in light of their various spiritualities [Parker Palmer's (1998) *Courage to Teach* is a recent explication of the role of spirituality in teaching].

One day in the Spring 1991 semester, an English major brought the professor a series of articles ["Thought Police on Campus" .... "Learning to Love the PC Canon"] from December 14, 1990 issue of *Newsweek*, saying, "If you read these articles, you will see why I and some of my conservative friends in our class have reservations about putting critical literacy ideas into our content literacy strategies." He explained that some students in the course felt they belonged to the "silenced majority" and, as such, had reservations about what they felt might be Marxism, "deconstructionism," "postmodernism," "poststructuralism," or other "isms" they understood to be "politically correct." These preservice teachers felt that curriculum and content literacy strategies in middle and secondary schools should not often be aligned with group identity, grievance, advocacy, social, or politicized problems which would cause divisiveness and resentment among teachers, pupils, parents, and community members.

As instructors, however, we were not ready to abandon critical pedagogy and critical literacy perspectives. We decided to use the *United Nations Universal Declaration on Human Rights* (1948) as one common ground and way for connecting critical literacy and content literacy. We offered our students a list of fundamental **human rights,**

taken from the UN Declaration, to prevent contentious debates in class related to what constituted a human right. Our list included:

the right to life...the right to marry and raise a family...the right to religious freedom...the right to organize labor unions...the right to education...the right to a good reputation...the right to adequate food and shelter...the right to work...the right to migrate...the right to share in the benefits of culture.

Secondly, we offered lists of <u>cultural rights</u>, relating to unjust discrimination and respect for diversity. We gave the example that cultural rights pertain to what a group of Native People might argue justifies their protest that a large multi-national conglomerate does not have the right to initiate industrial activity imperiling hunting and fishing in an area that is historically theirs. We explained, further, that cultural rights deal with questions and assertions related to racism, ethnic prejudice, cultural pluralism, the dignity and equality of women and children, the rights of immigrants and refugees, and so on.

In order to explain <u>social justice</u>, as it pertains to critical literacy, we discussed how social structures affect the dignity and respect given to individual human beings . . . simply because they are members of the human family. A concern for social justice is what motivates individuals to work to change structures and situations that violate the dignity of persons. We noted in our explanations that individuals who are concerned about matters involving social justice usually band together with other like-minded individuals to become advocates.

Our students seemed most comfortable and "ready to deal with" <u>environmental justice</u> issues. We would start a word-association prompt and they would respond with such words as "soil erosion ... declining animal habitats ... endangered plant life and species," and so on.

Example of a "Better" Literacy Strategy. A strategy written by an English and Spanish double major in Spring 1992 was judged by a team of graduate research assistants to be, in the words of one evaluator, "an example worth sharing, even though it is not 'exemplary.'" Titled "Active Reading," the literacy strategy was adapted by the writer from strategy #4.7 in Gilles *et al.* (1989) *Whole Language Strategies for Secondary Students* and applied to Nathaniel Hawthorne's 1850 novel *The Scarlet Letter*. For her rationale, the student wrote that the strategy would "teach students

techniques which will aid them in actively reading fictional material. Students will learn to be inquisitive readers as they find the answers to questions they formulate." In explaining the steps and procedures of her literacy strategy, she wrote that she would present pupils "Four Basic Questions" which they would keep in mind and respond to in their journals as they read assigned pages in the novel for homework. As part of her follow up procedures, she wrote that students' reading of the novel . . .

1. . . . should spur interest on the concept of adultery and the implications it has had throughout the history of America.

2. As a class we will discuss the reasons for adulterers to be forced to publicly wear a symbol of impurity and what attitudes and negative effects this practice could have had on society. This discussion will lead to comments on . . . purity and we can relate it to today's AIDS issues [e.g., should those who are at risk be forced to publicly reveal themselves?].

3. *Critical Literacy*: Panel Debate

    a. By combining the health class and the English class, the class will be divided into three groups.

    b. the groups will be: 1. group advocating the right to privacy; 2. groups supporting health and welfare of our society; 3. a group creating research questions to ask students holding views in groups 1 and in group 2.

    c. students will be randomly assigned to groups so that students must defend the view they were given whether or not it is theirs personally.

    c. groups will have two class periods to research their arguments and prepare their cases. *The Scarlet Letter* will be used as an historical reference.

    e. the groups will present their debates with the two teachers being the mediators

4. *More Critical Literacy* discussions and Guest Speakers. In class discussions the teachers will encourage students and invited guests to express their views about the stigma given to unwed mothers in the 20th century in contrast to the stigma Hester received in Hawthorne's novel

5. At the end of this lesson involving "active reading," students will be given addresses for additional reference material----the specific addresses in Washington, D.C. of the

> National Right to Life Committee, of Planned Parenthood in New York city, and the
> nearest local office of the state Division of Social and Health Services.

She completed her write up of her content literacy strategy with 3 specific ideas for informing and involving parents and community members in the lesson. She rated this strategy as some of her best writing and learning in the course. In her Portfolio Coversheet remarks, she wrote "For the area of critical literacy, I focused on the AIDS issue and unwed mothers. Both issues are extremely relevant to today's youth. The critical literacy dimension should help the teacher make the novel more applicable to students' individual lives. . . ."

By 1991, though, as instructors and graduate assistants, we began to feel that we could do a better job of helping our students make connections between the domains of critical literacy and content literacy. And so, we began to search for innovations or approaches which would more effectively combine content learning, content literacy, and matters pertaining to human and cultural rights, social justice, and environmental justice. What we found, at the beginning of the Fall 1992 semester, is called "service learning."

Adding, then improving the integration of service learning ---- Phase two [1992-1995**]

We want to emphasize that we never conceived service learning or critical literacy to be the overarching emphasis of the course. Just as literacy strategies need to be functionally embedded within content curriculum (Herber, 1970, 1978; Vacca & Vacca, 1999), the focus of our efforts placed service learning as a subcomponent of content learning and the functional employment of content literacy skills. Our rationale was that service learning enhances pupils' motivation, active learning, engagement, and their perceptions that content area topics and the related literacy skills are relevant and important. We and our students agreed that unless middle and secondary school pupils are MOTIVATED, they and their teachers will not be successful in the area of content literacy development. As Alvermann and Phelps (1991) explained in regard to reading to learn in the content areas,

When students are positively motivated, they view themselves as competent readers who are in control of their comprehension processes; they are said to be strategic in their approach to reading. (p. 28)

Further, since many of our students had learned in other courses of the work of Moll & Diaz (1987) we noted that conducting interviews in the community and sharing findings in class and then with the community [as was carried out in the Bilingual classes and contexts in a San Diego literacy study] was a valid form of service learning.

We talked with our students about the "apathy" so many adolescents have towards using and developing their literacy skills to learn subject matter. Further, we explained that many pupils in the US today are not eager to employ Know, Want to know, Learn/K-W-L charts (Ogle, 1986) or, for that matter, any literacy strategies, when they are not motivated to learn course content. We suggested that adding service learning would increase pupil motivation in content classes. As a result, we reasoned, the literacy strategies they embedded into their units of instruction would have a much better chance of being wholeheartedly employed by the pupils.

To establish their knowledge base about service learning, we gave students definitions of service learning and curricular vignettes from various schools around the United States [based upon three articles in the 1991 issue of the *Kappan* devoted to service learning ---- articles by Hall, by McPherson, and by Silcox and Briscoe]. We also presented two videos ---- "Today's Heroes" [17 minutes; Hitachi Corporation] and "Hearts and Minds Engaged" [27 minutes; Project Service Leadership]. We explained that "service learning is a method for teaching and learning which connects meaningful community and/or in-school experiences with academic learning (including content literacy development), personal growth, and the development of civic responsibility (Maring, 1994)."

Students, whether they were apolitical, liberal, moderate, or conservative "bought into" this inclusion of service learning and worked hard to weave service learning into the content literacy lesson plans they wrote in our course. Their major recommendation, which we agreed with, was that service learning should be subordinate to their learning in the course and to their developing of content literacy strategies. In general, they approved of the motivational promise service learning offered.

A percentage-count contrast. In the Spring of 1993, we decided to conduct a formal analysis, contrasting the numbers of critical literacy and service learning integrations our students actually produced as they constructed their literacy strategy assignments in our course. We examined a 3 semester pool of student work [1992-93] for our tally and contrast.

Table 1 gives the results of our analyses (Maring, 1994).

Table 1

Percentage of Literacy Strategies Integrating Critical Literacy and Service Learning Factors

Semester	# of students	Total # of Strategies Created	Percentage of Strategies Integrating Critical Literacy	Percentage of Strategies Integrating Service Learning
Fall 1992	20	179	35	48
Spring 1993	32	289	43	60
Spring 1993	23	200	42	56

We found that the percentages for service learning integrations were, indeed, higher --- - 48% of the 179 strategies had valid and identifiable service learning integrations during Fall 1992 semester [13% above the percentage of critical literacy integrations]; 60% of the 289 strategies during the first Spring 1993 section [17% above the percentage of critical literacy integrations]; and 56% of the 200 strategies during the second Spring 1993 section [14% above the percentage of critical literacy integrations]. The data confirmed what we heard students saying----they felt more successful integrating service learning dimensions into content literacy strategies than they did when trying to integrate critical literacy issues or topics.

However, we were by no means pleased with the quality of their integrations. After many discussions, a group of graduate students and the professor concluded that the creative and critical thinking of our students was actually being limited by the fact

that we were asking them to integrate service learning and critical literacy into two page content literacy lesson plans that were too narrow in scope.

Hence, we decided in Fall 1993 to change the major assignments of the course by asking students to embed content literacy strategies into more elaborated interdisciplinary or single-subject units of instruction. By means of this major course revision, content literacy strategies would be fused into more detailed content information and contexts ... and critical literacy and service learning could be more effectively aligned with the subject matters and timelines of the various units.

Our decision to strengthen and extend the content and context parameters of our course assignments was also influenced by our reading of Alvermann and Moore's (1991) critique of research dealing with literacy strategies. Alvermann and Moore noted that content literacy strategies were often designed and even carried out in a decontextualized fashion. Their findings bolstered our resolve to encourage our students to co-author units and to "single-author" the embedded content literacy strategies that they selected and adapted from the professional literature. Each unit co-author was directed to write 2 literacy strategies for the unit. From 1992-1995, our students desktop published 11 spiral bound handbooks of units with literacy strategies and service learning integrations. **Table 2** offers a sampling of unit titles and service learning integrations. Into their units, students embedded such content literacy strategies as DRA, DRTA, K-W-L, QAR, L-R-D, PASS, PReP, REAP, FLIP, graphic organizers, 3 level reading comprehension guides, prediction-anticipation guides, character journals ... to mention just a few. Using this approach, a typical semester's section of 30 students would construct and embed 60 content literacy strategies.

Table 2
Sample Titles of Integrated and Traditional Units ....Followed by Service Learning

Integrations in Italics (1993-1994)

Note: Each unit, co-authored by interdisciplinary teams of students, averaged 6 to 8 embedded content literacy strategies.

1. "The Pollution Solution". *Adopt a Highway, Adopt a Stream, Plant- a-Tree, Recycling.*

2. "Save the Earth, Save the Future". *Nutrient Recycling, Stream Ecology, Bookselling, Spreading the News, Sharing with Younger Children.*

3. "Save Our Stream". *Stream Clean Up.*

4. "The 1950's". *Visiting Veterans Hospitals, Fundraising.*

5. "The Westward Movement". *Skit Performance At A Retirement Center.*

6. "Las Americas". *Tutoring ESL Students.*

7. "Olympics". *Special Olympics Involvement.*

8. "Multicultural Awareness".*A Desktop Published Multicultural Handbook Describing Human and Cultural Rights Issues for African-Americans, Japanese-Americans, Pacific Islander Americans, and Jewish-Americans.*

9. "Romantic Era Theme Day". *Local Food Bank Donations, A Theme Day Celebration and Teach-in for Students and Community Members.*

Rationales for the service learning integrations. Our students enjoyed this curricular planning, because it allowed them to focus first on content [their first love!] and then upon time frames usually longer than a week. To strengthen their desires to include service learning into their units, we advised them to construct their plans in keeping with a 4 part service learning rationale developed by The Alliance for Service Learning in Education Reform (Silcox, 1993). According to the Alliance, service learning is a method of teaching and learning ----

- by which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and community;
- that is integrated into the young person's academic curriculum and provides structured time for young persons to think, talk, or write about what they did and saw during the actual service activity;
- that provides young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;
- that enhances what is taught in the school by extending student learning beyond the classroom and into the community and helps foster the development of a sense of caring for others.

We also advised our students to design their content units in light of how McPherson (1993) explained service learning. She noted that service learning . . .

> . . . is a concept developed during the early 1970's. It focuses on recognizing and promoting the value of serving one's community and on implementing an instructional technique which enables students to learn through service experiences. Service-learning has proven more effective and long-lasting as an educational method than purely classroom instruction. Service-learning encourages students to apply what they are learning while helping others. Through service experiences:
> - Basic learning is integrated with the needs of society.
> - Students develop a zest for lifelong learning that characterizes active and responsible citizenship.
> - Students make connection with the world in which they live and learn how to learn from experience.
> - Students see that they are not only autonomous individuals but also members of a larger community to which they are accountable.

We explained the many advantages service learning offers both teachers and students by offering them McPherson's (1995) listing of service learning benefits:
- it fosters a sense of personal meaning
- it is effective with "at-risk" youth
- it helps increase altruism
- it reduces feelings of isolation and "unconnectedness"
- it expands instructional effectiveness.
- it helps develop good citizens.
- it provides valuable services to the community.

In a typical section of the course during the phase two years of 1992-1995, student writing teams constructed five integrated units and five single-subject units. We helped our students learn how to use Macintosh computers to link their WORD documents together into units and then to desktop publish all of these into end of course spiral-bound handbooks.

Integrating service learning and placing our work on the WWW ---- Phase three [1996-present]

By the mid-90's, articles and practices related to the use of the World Wide Web and cyber-technologies as tools for learning had become commonplace in higher education and teacher preparation programs. For us, teaching our students how to place their units, content literacy strategies, and service learning integrations on the WWW was a natural next step [Maring, Wiseman, and Myers, 1997]. In the Spring of 1996, we and our students made the transition from desktop publishing to placing units containing content literacy strategies and service learning integrations on the WWW. We offered our work, via WWW, first of all as a service to teachers. Second, we hoped to receive, via WWW and email, feedback from the field. We used *Adobe Pagemill* and *Claris Homepage* to create, in html, title pages, abstract pages, photo/author pages, introductory essay pages, timelines, content literacy strategy pages, service learning pages, and so on, for the units. **Figure 1** shows a facsimile/guideline for the title page of each unit, while **Figure 2** shows the generic headings or writing prompts each content literacy strategy contained. Using these writing prompts, our students demonstrated their comprehension of content literacy strategies gleaned from journals and professional texts and their ability to fuse them with subject matter.

Figure 1

Required headings [links to web pages] for each unit

Title of Unit....place a colon after the first part of your title.....then write, **after the colon**, something like--A Traditional Unit for Sophomore English.........or An Integrated Unit for High School Spanish and Social Studies Classes

By:

Author(s) and their majors

The Following Links----

Author Photo Page

Abstract

Introduction

Timeline

Strategy 1-"Title of Strategy"/Content Area

Figure 2

Webpage headings for literacy strategy write-up

```
strategy1.html

Title: [                                                           ]

Kurt S. Myers
Mathematics
Strategy 1

Title of Lesson:
Using Graphic Displays to Understand Mathematics and Its Applications to Energy and
Conservation

Title of Content Literacy Strategy:
"Reading Graphic Displays"

Who/What:
Why:
Context of Strategy:
Rationale:
Content Outcomes:
Content Assessment:
Literacy Outcome:
Literacy Assessment:
How:
Pop Culture:
Parent/Community Involvement:
Service Learning:
Critical Literacy:
Reflections/Metacognition:
Adapted From:
Applied To:

Back to Title/Index Page
```
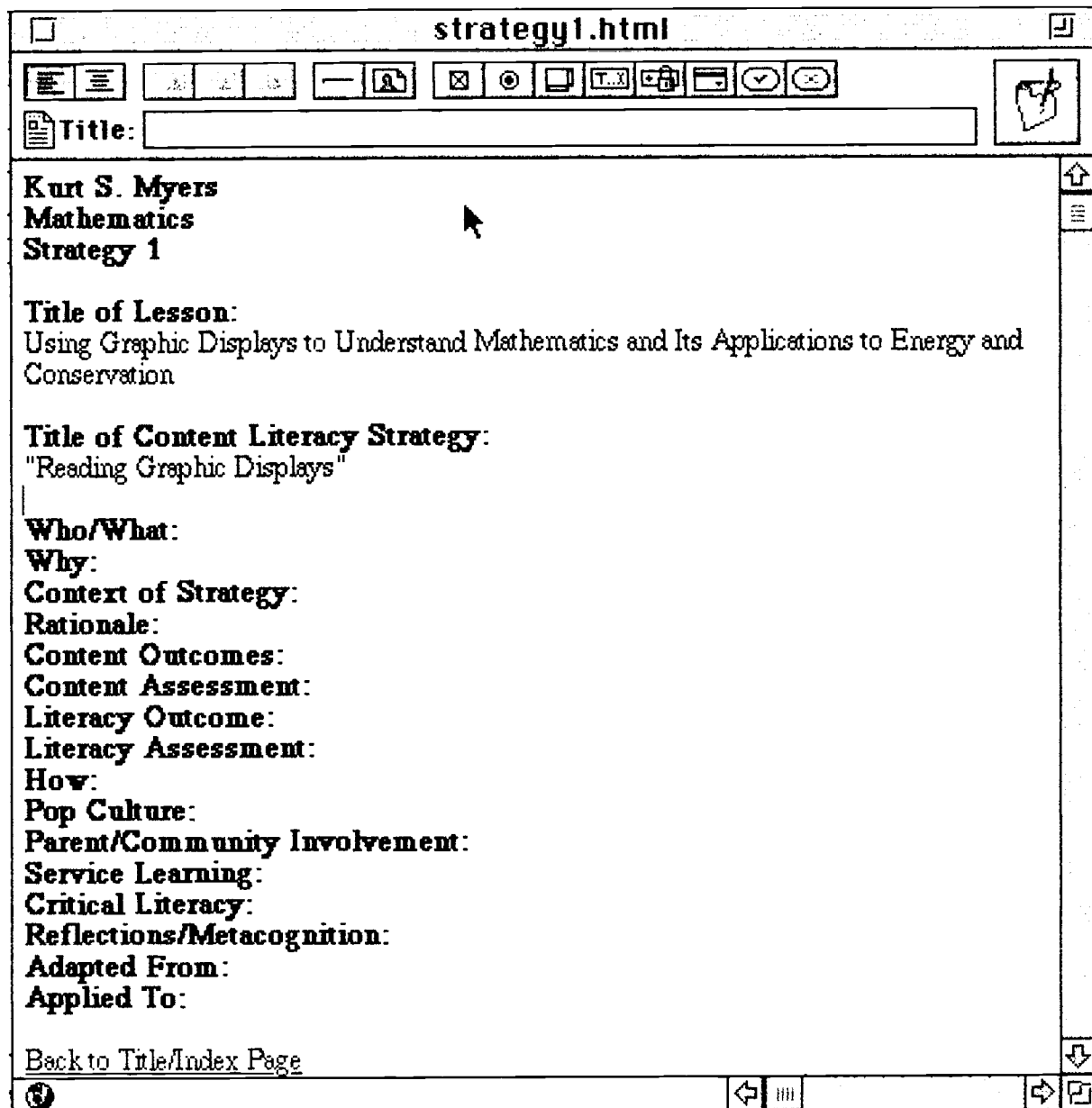
Figure 3 shows a variation a co-authoring team devised as part of a partnership project for middle school science teacher Linda Oldow, her student teacher Kelle Van Ness, and their 8th grade science pupils. This "index.html" page had one link to literacy strategies written for the partnering teacher and student teacher and another link to webpages ["On-line Content Literacy Activity Sheets"] written expressly for the pupils.

Figure 4 shows the teacher's page with links to the content literacy strategies, while Figure 5 shows how the preservice teachers placed the K-W-L strategy (Ogle, 1986) on-line for use by the middle school pupils studying chapter 13 of their textbook (*Earth Science* by Spaulding and Namowitz, 1994).

Figure 3

Oceanography unit "title page" with embedded literacy strategies and service learning plans

Oceanography: WSU T&L 451/Lincoln
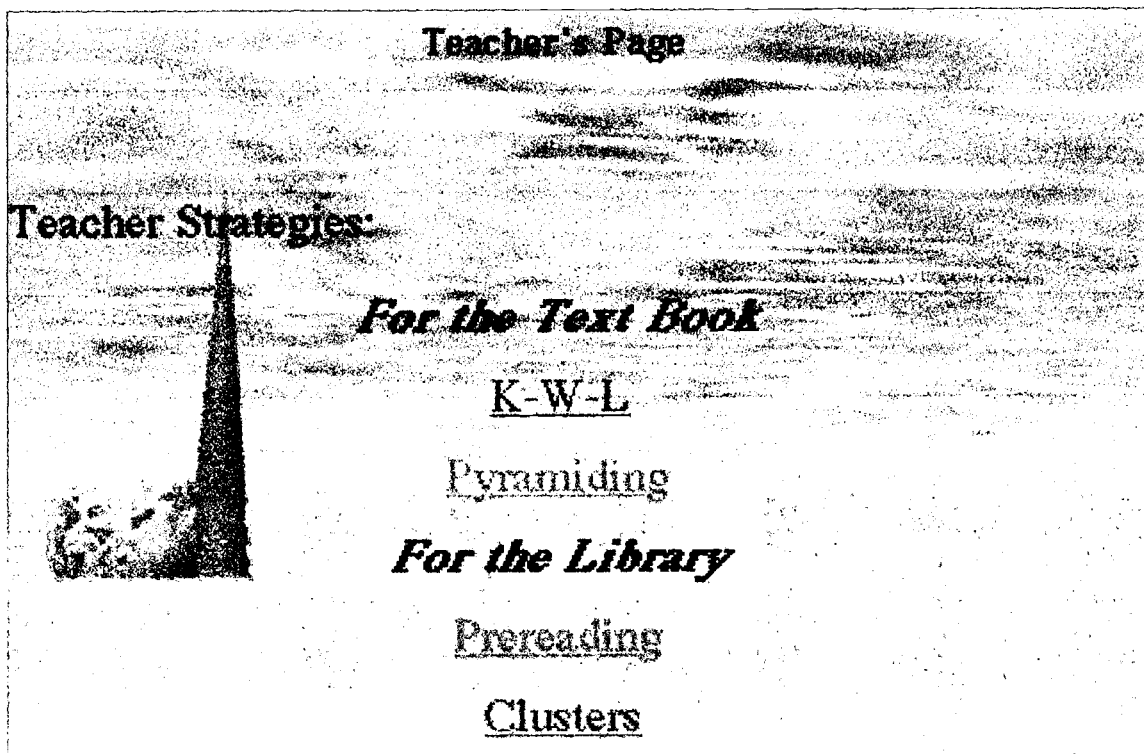Middle School On-site and WWW Project

By:
Kristen Teter
Shane Nixon
Justin Rotter
Scott Rice

Author Photo Page
Abstract Page
Introduction
Student Page
Teacher Page

Timeline
Service Learning Page
Student Bibliography
Teacher Bibliography
Essential Learning Page
Our Project Reflection
Service Learning Essay
Feedback from the field
Back to the Top
Back to the 450 Homepage
Send email to Kristen, Shane, Justin and Scott

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Figure 4

Webpage for the 8th grade science teacher and student teacher

Teacher's Page

Teacher Strategies:

For the Text Book

K-W-L

Pyramiding

For the Library

Prereading

Clusters

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Figure 5

Web page of K-W-L directions for 8th graders working in groups by chapter subheads

K-W-L

When you use K-W-L, there are three questions you must ask yourself. What do I **Know**? What do I **Want** to learn? What did I **Learn**? K-W-L is an easy way for you to gather information and narrow your search. Here are simple steps that you can follow:

1.) Create a chart with the three headings as shown.

What I know   What I want to learn   What I learned

2.) Brainstorm what you Know about your topic, and write in the first column.

3.) Write questions that you have about what you want to find out about your topic in the second column.

The 4 preservice co-authors also served the teacher, the student teacher, and the pupils by searching for web sites directly related to the various subheads and topics in Chapter 13 of the pupil textbook. They created a page of "Hot Links by Chapter Topics" to efficiently guide the pupils to pertinent web sites [e.g., modern oceanographic research, chemistry of sea water, plankton and ocean food chains]. In **Figure 6**, the co-authors succinctly expressed their view that their work was a service to both educators and pupils.

Figure 6

Work on the Web as "de facto" service learning

SERVICE LEARNING

LINK TO TITLE PAGE

We felt that our project in itself was service learning. By completing the project we provided a service to the students by providing the means to have WWW partnerships with other learners. We also feel that we provided a service to educators everywhere by taking the steps necessary to set up a lesson where a WWW partnership with other learners can become an asset for accomplishing educational goals.

SHARE YOUR IDEAS AND COMMENTS

For a specific service learning component of the unit, the co-authors had planned to walk with a few of the eighth grade pupils over to the classroom of a first grade teacher at a nearby elementary school. The plan involved selecting and reading on-line, ocean-related pattern books [cf. http://education.wsu.edu/literacy/320/index.html *and* http://education.wsu.edu/literacy/528/Class_summer99.html *and* http://education.wsu.edu/literacy/99_fall_spring/Spring99.html] created by other Washington State University students enrolled in another literacy course taught by the professor and teaching assistant. However, although our students and the first grade teacher were enthusiastic about this service learning plan, science teacher Linda Oldow found it necessary to move on to another chapter and to provide other required experiences for student teacher Kelle Van Ness. Teacher Oldow, though, felt the project was very worthwhile, observing in her journal that ----

> ... 75% of the students were able to work unassisted [in terms of in-class
> textbook reading], an improvement over having done this chapter in the past,
> but with no literacy strategies. ... most students (90%) were able to do research
> independently .... having completed K-W-L and Pyramid really structured their
> search [in the library, also]; the 10% who foundered had not completed their K-
> W-L.

Student teacher Van Ness corroborated----

> The K-W-L's and the Pyramiding were great strategies for them to use. They
> used both of these strategies to make their storyboards for their Power Point
> presentations .... the majority of the students seemed to understand and really
> used both of these strategies .... [in the library, too] we had them use their K-
> W-L's to help organize their research materials. This seemed to work well. The
> majority of the students used their Pyramids to build their storyboards ....

Learning Community and Service Partnerships via WWW. Working in conjunction with technology grants awarded to a number of Washington school districts in 98-99, our latest goal is to extend the kind of project described in the "oceanography unit" example to more teachers, pupils, parents, and community members in urban, suburban, and rural areas of the state of Washington and beyond. During the first part of the Spring 99 semester, English majors in our course began a

cyber-project with an 8th grade Language Arts teacher and his students in a school 50 miles west of our campus. This project had been cyber-designed and placed on-line by two students and the teacher during the previous Fall 1998 semester. In the Spring 1999 semester, 8th graders and a new group of English majors used our website to implement and assess Vocabulary Self-Collection, Concept Maps, Creative Thinking-Reading Activity, and Learning Logs strategies----all designed by students during the previous semester----and to critique the 8th grade and college-level short stories via email. Once the stories are completed, they will be posted in the course website. For an additional service learning component, writers will share their stories with residents in assisted living facilities. Another Spring 1999 cyber-project, also designed and placed on-line by preservice teachers and a science teacher during the Fall 1998 semester, involved science majors and 8th graders in a city 40 miles south of campus completing and evaluating on-line GRASP/Guided Reading and Summary Procedure and Concept Mapping strategies applied to a textbook chapter dealing with earth structure, volcanoes, and fossils. Still other cyber-interactions involved preservice students and middle school students reading and reviewing each other's on-line service learning reflective essays (Silcox, 1993) keyed to various on-line content area units. These and similar projects enable our preservice students to serve teachers, pupils, and community members and to see better----via cyber-technologies
---- how contextualized content literacy strategies "work" outside the confines of the college classroom.

Our phase three efforts [from Spring 1996 to the present] aimed at integrating content literacy, critical literacy, and service learning] can be browsed on the World Wide Web at ----

http://education.wsu.edu/literacy/

Each of these units and projects contains active "comments and questions" links designed to help browsers communicate more easily with the preservice co-authors and the professor and instructors of the course.

Concluding Remarks

In concluding her study *Ways with Words: Language, Life, and Work in Communities and Classrooms*, Heath (1983) made a recommendation that service learning curriculum integrations can help bring about. Heath recommended:

> . . . unless the boundaries between classrooms and communities can be broken, and the flow of cultural patterns between them encouraged, the schools will continue to legitimate and reproduce communities of townspeople who control and limit the potential progress of other communities and who themselves remain untouched by other values and ways of life. (Heath, p. 369)

A decade after Heath published her influential text, Vaughan (1994), a faculty colleague here at Washington State University, urged that ----

> If our society is to move beyond the material, me-centeredness of the 80's to a more caring and enlightened 90's, teachers who promote literacy across the curriculum will have to play a vital role in that change. If they are to help the citizens of tomorrow understand the requirements of responsibility as well as rights, teachers will need to provide learning environments in which youngsters come to understand that their own development is intricately intertwined with that of others and that only when they help others become free can they attain their own liberation. Service learning activities, integrated with academic content in authentic learning and literacy experiences, have the potential for serving that facilitative learning environment.

As our first decade of efforts drew to a close, it was clear that doing this kind of work is never a matter of getting it right or perfect. The complexities of integrating literacy development, critical literacy, and service learning always present new challenges to our ways of thinking critically and creatively. As Luke (1998) noted, for us as instructors, graduate students, and preservice teachers, our efforts to integrate content, critical literacy, and service learning have enabled us "to teach and learn language in 'context' . . . [in a way that] requires critical dialogue between teachers and students about how 'context' and its forms of power and knowledge continually change." (p. 306)

Gray's (1960) conclusion that literacy educators must tie literacy development to personal growth and social development can become a matter of both theory and

practice in more aspects of literacy education. Without sacrificing rigorous content, disrespecting the voices and stances of our students, or reneging upon our commitment to pupils' growth in literacy, we believe we can help counter the historical and cultural movements in our society towards radical individualism. The "high roads" can be traveled. . . the paths that Bellah *et al.* (1989) envisioned in their bestseller *Habits of the Heart: Individualism and Commitment in American Life* and that Noddings (1992) wrote about in her *The Challenge to Care in Schools: An Alternative Approach to Education.* The decline in civic involvement and social concern which Putnam (1995) decried in his *Journal of Democracy* article "Bowling Alone: America's Declining Social Capital" can be reversed, to some degree, if we, as literacy educators, engage children and adolescents in curricular and literacy development activities that are intermittently infused with critical literacy perspectives and service learning projects.

Service Learning Resources

Literacy educators who want to integrate content literacy, critical literacy, and service learning into their curricula will find many of the following resources helpful.

Books, Videos, Articles

Cairn, Rich (1993). *Learning By Giving: k-8 Service Learning Curriculum Guide.* St. Paul, MN: National Youth Leadership Council.

Cairn, Rich Willits and Kielsmeier, James (Eds.) (1991). *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum.* St. Paul, MN: National Youth Leadership Council.

EarthWorks Group. *50 Simple Things You Can Do To Save the Earth,* Berkeley, CA: Earthworks Press, 1989.

Eby, John W. (Ed.) (1995). *Service-Learning: Linking Academics and the Community.* Harrisburg, Pennsylvania: Pennsylvania Campus Compact.

"Hearts & Minds Engaged" [27 minute video]. Vancouver, WA: Project Service Leadership

Kinsley, Carol W. and McPherson, Kate (1995). *Enriching the Curriculum Through Service Learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Lewis, Barbara (1991). *The Kid's Guide to Social Action,* Minneapolis, MN: Free Spirit Publishing Inc.

"Today's Heroes" [17 minute video]. Washington, D.C.: Hitachi Foundation.

Waterman, A. S. (1997). *Service learning: Applications from the research.* Mahway, NJ: Lawrence Erlbaum.

In the Kappan themed issue on service learning in June 1991, a number of seminal articles appeared ----

> "Citizenship, Service, and School Reform in Pennsylvania" [pp. 758- 760] by Harry Silcox and John Briscoe

> "Project Service Leadership: School Service Projects in Washington State" [pp.753-753] Kate McPherson

> "Gadugi: A Model of Service Learning for Native American Communities" (pp. 754-757) by McClellan Hall

Websites or organizations fusing teacher preparation and service learning

Alliance for Service-Learning in Education Reform
> 44 Canal Center Plaza
> Alexandria, VA 22314-1592
> *cufmail@ixnetcom.com*

Corporation for National Service
> 1201 New York Ave, NW
> Washington, DC 20525
> http://www.cns.gov

National Service-Learning Cooperative Clearing House
> http://www.nicsl.coled.umn.edu/
> This website is one of the most comprehensive for classroom teachers. It connects its visitors with service learning organizations, offers current articles and research, shares service learning projects and ideas, provides technical assistance information, and gives details about subscribing to a service learning list serve. It also provides links to other Internet sites related to service learning.
> Phone users can call 1-800-808-SERV

National Youth Leadership Council
> 1910 West Country Road B
> Roseville, MN 55113
> *nylcusa@aol.com*

Compact for Learning and Citizenship (the K-12 Compact)
http://www.az.com/~pickeral/LearnCitizen.html

Web site for integrating service-learning into teacher education and

other K-12 and K-16 constructs.
http://www.az.com/~pickeral

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