

The Joint Educational Project

Fall 2005



USC in the Community

Volume 2, Issue 1

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The JEP House

Quantity and Quality at JEP

Susan Harris, Ph.D., JEP Director of Academic Development

In August 1999, Time Magazine and the Princeton Review declared USC “College of the Year: 2000,” largely because of USC’s community outreach efforts. The Time article centrally featured the contributions of JEP, describing us as “one of the oldest and best organized” service-learning programs in the country, and featured a wide range of interesting service-learning projects involving students.

The year after the Time article came out, JEP enrollment increased by more than 50%; while just over 800 students participated in the spring 2000 semester, more than 1200 signed up in the fall. (These enrollment figures have remained fairly constant since then.) Although we can’t determine if this was due to cause-and-effect, we do have anecdotal evidence that suggests the impact of the article. For example, Neil Gokal—a USC alumnus, former JEP Program Assistant, winner of the USC Extraordinary Community Service Award in 2004, and current medical student—describes how the College of the Year article affected his decision to come to USC:

I was very influenced by USC’s commitment to community service, and I specifically recall speaking to my Key Club advisor in high

school with regard to my college decision. . . . I was instantly attracted to USC’s excellent commitment to community service as I knew, from previous experiences, that a future in an academic environment that supported and promoted such integration would only empower my abilities and aspirations to achieve greater success, and indeed it did.

The article had an apparent effect on faculty as well. Whereas in the past, JEP had to knock on doors to encourage faculty participation, in the last five years, professors have come to us with questions about our programs and how they and their students can get involved. In fact, faculty have begun coming to JEP in search of support for their research. In some cases, we have helped faculty connect with community organizations who work with populations or issues of interest to them. More recently, JEP staff have served as co-investigators or otherwise partnered with faculty seeking federal grants that require a substantial community outreach effort.

In response to high student enrollment and an increase in

the number of requests for new and different kinds of community partnerships, JEP has expanded its program options. While the vast majority of participants continue to serve as mentors, teaching assistants or “mini course” teachers in local schools, a growing number of JEP service-learning students are working with governmental and non-profit entities on a variety of projects. In the last few years, political science students have worked as poll monitors, Urban Neighborhood Studies students have provided support to local neighborhood councils, sociology students have researched immigration policies for a grant to establish health centers on the US-Mexico border, and students in family studies have assisted with court-mandated parenting groups. (See p. 4 in this newsletter for other examples of unique JEP projects.) Each of these experiences offers students an extraordinary opportunity to see the connections between in-class learning and the “real world.”

While the number of students, service-learning assignments, and community outreach projects at JEP continues to expand, our full-time staff and physical space has remained constant. As a result, we have had to work conscientiously and creatively in order to maintain program quality. We have several feedback loops in

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Important Reminders

- > JEP's "Planning with Professors" process for the Spring 2006 semester is underway. Please contact JEP as soon as possible to begin planning for next semester.
- > JEP Program Assistants will be delivering student evaluations during the last week of class and the first week of finals. Please let us know if you need your evaluations by a certain date.
- > If you would like to see samples of your students' journals or lesson plans, please inform your JEP Program Assistant. (See page 7 for Program Assistant assignments for Fall 2005.)
- > Have you been to the JEP House? Have you visited our website (www.usc.edu/jep)? Would you like a tour of one of the JEP sites? Please let us know how we can keep you informed about our program.

November 4	JEP Program Assistant applications due
November 18	Most JEP students complete their Fall JEP assignments
November 21	Colloquium on Civic Engagement and Graduate Education at Research I Universities, USC Religious Center (see page 3 for more information about this event)
January 9-20	JEP open enrollment. Deadline to sign up: January 20th at 5:00pm
January 20	Readers ^{Plus} work study applications due
January 23-27	JEP training
January 23 & 25	Mandatory TB testing for JEP students, available for free at the JEP House
February 7-8	"Pick-up Days" (JEP assignments ready for students to pick up)
February 13-17	JEP assignments begin
March 20-24	"Second Training" for JEP students
April 17-21	Most JEP students complete their Spring JEP assignments*
April 24-May 5	JEP student evaluations delivered to professors

* The length of service-learning assignments varies some by course and type of assignment. This calendar reflects the schedule for most school-based JEP assignments.

Selected Publications and Other Service-learning Resources

- Campus Compact: A national coalition of colleges and universities dedicated to promoting community service, civic engagement, and service-learning in higher education. www.compact.org and www.cacampuscompact.org. (For an extensive list of service-learning syllabi, go to: www.compact.org/syllabi/syllabi-index.php.)
- Center for Information and Research on Civic Learning and Engagement (CIRCLE): www.civicyouth.org.
- Eyler, J., and Giles D. E. 1999. *Where's the Learning in Service-Learning?* Jossey-Bass: San Francisco.
- Gelman, Holland & Driscoll. 2001. *Assessing Service-learning and Civic Engagement: Principles and Techniques*. Campus Compact: Providence, RI.
- Heffernan, Karissa. 2001. *Fundamentals of Service-learning Course Construction*. Campus Compact: Providence, RI.
- Introduction to Service-learning Toolkit: Readings and Resources for Faculty (2nd Edition)*. 2003, Campus Compact: Providence, RI.
- Jacoby, B. 2003. *Building partnerships for service-learning*. Jossey-Bass: San Francisco.
- Michigan Journal of Community Service Learning: www.umich.edu/~mjcs/
- National Service-learning Clearinghouse: A site for news, resources, job postings, etc., in the service-learning field. www.servicelearning.org.
- Service-learning in the Disciplines Series: A series of books on service-learning pedagogy and practice in various academic disciplines. Published by AAHE; now available from Stylus Publishing, LLC.



JEP to Sponsor Students at National Conference on Hunger and Homelessness

L.A. Mayor Antonio Villaraigosa recently pledged to “take on the challenge” of finding solutions for the estimated 91,000 homeless people in Los Angeles County. The Joint Educational Project recently started a new initiative to address the related problems of hunger and homelessness, as well. November 11-13, JEP hosted seven students at the “Planting Seeds of Social

Change” conference, sponsored by the National Student Campaign Against Hunger and Homelessness. Held in Seattle, Washington, the conference brought together leaders in the movement to end hunger and homeless from across the country. The USC students, all of whom are activists and leaders on campus, networked with other students and learned how to organize around this complex issue.

Following the conference, the seven students—Anjali Berger, Kamara Colson, Nathaniel Go, Marissa Goodhill, Gloria Jimenez, Hung Luu, Donesh Olyai—returned to USC to develop one or more service projects designed to engage students in addressing the problems of hunger and homelessness. Next semester, the students will work together to put these plans into action.



JEP Faculty Handbook and Survey Coming Soon

JEP would like to know what faculty want and need in order to use service-learning and other community-based learning strategies more effectively in their courses. To better assess these issues, JEP is developing an online survey that will be distributed to faculty before the end of

the fall semester. Faculty should expect an email notice in the next few weeks. Please plan to take a few minutes to visit our website to complete the survey.

In addition, JEP is working on a faculty handbook to guide professors interested in

working with JEP. The handbook will cover a number of issues, ranging from service-learning pedagogy to JEP program logistics. The handbook should be completed sometime during the Spring 2006 semester and distributed during the summer.



USC Hosts Forum on Civic Engagement and Graduate Education at USC

A group of faculty, staff and graduate students from six universities in southern California attended a one-day colloquium on November 10 to discuss civic engagement and graduate education at Research I universities. The colloquium, co-hosted by California Campus Compact, the Keck School of Medicine and the Joint Educational Project, was intended to bring together like-minded individuals who are engaged in activities such as service-learning, community-based

participatory research, and community-university partnerships. The goal of the colloquium was to build a sense of community among those who are working in the field, across many disciplines.

A second, larger gathering will take place on April 24, 2006 at Stanford University. This symposium will explore how graduate and professional education can prepare future academics and professionals for effective civic engagement through study, research, and service.

For more information about both events and to register for the spring symposium, please visit California Campus Compact's website:
www.cacampuscompact.org.



JEP Students Contribute to LGBT Historical Timeline Project at the ONE Archives

Clarisse Young, JEP Service-Learning Liaison

The ONE National Gay & Lesbian Archives houses the world's largest research library on lesbian, gay, bisexual, and transgendered (LGBT) heritage and concerns. Located just north of campus on Adams Blvd., the library's holdings include more than two million books, periodicals, photographs, audio/visual materials, and other memorabilia. The library allows the public to access most of its collection at no charge.

Currently, JEP has four service-learning students volunteering at the ONE Archives through SWMS 210 "Social Issues in Gender" course. The students are working on ONE's LGBT History Timeline, a web-based resource that chronicles the history of the LGBT community and social movement in Southern California since the early 1940s. Students research an important historical figure or event and write a brief essay about it to contribute to the online timeline. Research topics include the Michigan Womyn's Music Festival, the

foundation of the Gay American Indian Society, and *This Bridge Called My Back*, one of the first anthologies ever published by and for women of color. (These essays and other resources can be found at www.lgbthistory.org.)

Through this process, the SWMS 210 students are learning about some of the unique challenges faced by members of the LGBT community while contributing to a important project that will educate others, as well. Noting first impressions and anticipations about the service-learning assignment, one student writes:

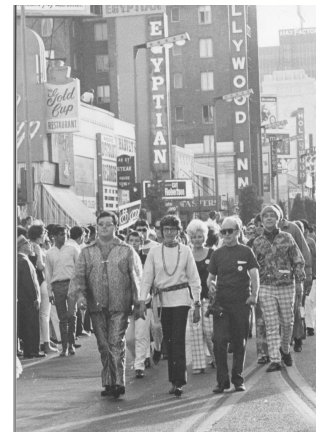
Where I come from, and in many parts of the country and the world, people who identify as GLBT are often marginalized, silenced, or ignored, so it can be difficult to realize just how many of them (us) are there thinking, writing, and living lives as meaningful contributing citizens. I became excited about the opportunities I will have over the next eight weeks. In addition, what I most look forward to, however, is seeing

my research and the research of my fellow students appear on the LGBT Timeline website in the near future.

Students are coming to terms with their own attitudes and prejudices as well. Notes another student:

Coming from an ultra-conservative family, I admit I'm socially prejudiced on gay issues. I think I really wanted to do this because I hope to get away from old stereotypes and so, that's my personal goal.

For more information about the ONE Archives, please refer to their website: www.oneinstitute.org.



Photograph from the ONE Archives of the first Gay and Lesbian Pride Parade in Los Angeles, June 28, 1970

English Students Teach Creative Writing through JEP

Melanie Splerer, JEP Program Assistant

Two students majoring in Creative Writing enrolled in an independent study course this semester to teach fiction writing to children through JEP. Under the guidance of acclaimed author and English professor, Aimee Bender, the team developed an inventive, age-appropriate curriculum to teach basic story writing techniques to elementary school students.

The students, Kaitlyn Burch and Pooja Sharma, have been especially creative in their approach. For example, one week, they asked the students in Mrs. Alexander's 4th Grade class at King

Elementary School to create an animal from parts of other animals they found intriguing. Reminiscent of Napoleon Dynamite's "Liger," a cross between a lion and a tiger, this lesson presented the 4th graders with an opportunity to foster their creative writing skills. After they drew a fairy tale animal, they were given writing prompts to provoke thought about the lives of their animal: What is the animal's name? What does it eat? What is extremely unique about the character of your animal? Each week, the JEP students create lesson plans like this one and teach the class for one hour per week.

JEP SEEKING ENGLISH MAJORS

Students enrolled in JEP through a wide variety of courses are helping children in the surrounding schools with their reading and writing skills; English majors, however, are not well represented in this line up. In addition to studying literature and writing, many English majors are interested in careers in teaching. Such students are exactly who JEP wants—motivated, creative, articulate and focused on education. Consider this a call to arms. Come one, come all English majors to JEP!

-MS

Understanding the Experiences of International Students

Margaret Sallee, JEP Research Assistant



At a Glance International Students:

- Number of international students at USC: 6,647
- Percentage of USC students from abroad: 21%
- Number of countries represented at USC: 115
- Number of visiting scholars and professors from abroad at USC: more than 1,200
- Total number of international students in the US: 572,509
- International students as a percentage of total student enrollment in the US: 4.3%
- Primary source of funding for international students: Personal and Family (67%)

Sources: Institute of International Education; USC Office of International Services

According to the *Chronicle of Higher Education*, USC has the largest population of international students of any campus in the United States. One in five USC students comes from outside of the county. Since they are such a large part of our campus community, it is no surprise that international students also participate in JEP. To learn how international service-learning students compare with their domestic peers, JEP inquired about the experiences of nine international students enrolled in a graduate level education course who served through JEP at a local elementary school this past summer. Through informal group discussions and conversations, as well as the students' weekly journals, we discovered that participation in service helps international students confront some of their stereotypes of the

United States and, specifically, of the community surrounding USC.

Before beginning service, many students reported feeling uneasy about entering American schools, having heard from friends and the media in their home country that American children were wild and unruly as well as poorly educated. After six weeks of service, the majority of students reported that not only were students well-behaved, but they marveled over the different teaching techniques used in American classrooms versus those employed by the educational system in their home country. In addition to learning more about American schools, students also learned about the children who attend local elementary schools. At the beginning of their service, many students expressed

regret that they were not getting to see a "real" American classroom. For them, real American classrooms were those filled with White faces. Others expressed nervousness, fearing for their personal safety. However, through close interactions with the children in the community, international students' fear quickly faded and they reported new understanding and appreciation for the diverse population surrounding USC.

After discovering these findings this summer, JEP is planning a larger project to formally study the experiences of international students, both through the qualitative analysis of interviews as well as through the use of a survey. As this project develops, we will report our findings in future newsletters.

Quantity and Quality (*continued from p. 1*)

place to help us do this. We work closely and communicate regularly with our community partners—most of whom we work with every semester. In addition, we ask JEP students to evaluate the program through a more formal evaluation process. The feedback we receive suggests that we have been very successful on many fronts. The schools and agencies value the service provided by students and work with us to make adjustments to our joint programs as necessary. The service benefits the students as well, teaching them about

issues of importance to the community, exposing them to diverse social conditions, and helping them refine their career plans and goals. And students simply enjoy JEP; students rate highly their overall experiences in JEP, nearly all think the program should be offered more widely at USC, and—the ultimate compliment—the majority plan to seek out courses that offer JEP in the future in order to participate again. Despite these successes, our student evaluations suggest room for improvement in at least one core area. Specifically, the students

consistently report that the connection between their in- and out-of-class experiences is less than ideal; less than one-quarter report that professors or Teaching Assistants regularly incorporate the students' JEP experiences into lectures or discussions. Given that this integration can be critical to student learning, we consider this a significant gap needing to be filled. To that end, we are working to improve our communication with JEP faculty. This newsletter is one way for us to let faculty know about JEP programming and available resources. In addition, we are developing a

survey to get feedback from faculty about ways to improve JEP, especially with regard to academic development. Based in part on what we learn from the surveys, we will be developing a faculty handbook that will offer tools and strategies for incorporating the students' service-learning experiences into the classroom.

Given the constraints we face as a staff, and as interest in our program continues to grow, increasingly we will depend on faculty to help students make the connection between service and learning.

The USC Readers^{Plus} Program

The Literacy Project Jennifer Rossmeler

The Literacy Project is a division of the USC Readers^{Plus} program. The Literacy Project allows faculty, staff, alumni, and graduate students to mentor K-6 students in literacy development. As a mentor, our volunteers will help a child to become a strong and independent reader.

We train our volunteers in the area of literacy content, and teach them how to create lesson plans that will cater to the student's needs and interests.

Once trained, our volunteers work in the Family of Five schools, helping children to develop effective strategies that facilitate independent reading. The program is about more than just reading with a student or helping them with their schoolwork. We allow our volunteers the unique experience of impacting students' lives by doing something both fun and educational.

Would you like to Volunteer?

If you have a few hours to spare and would like to volunteer with the Literacy Project, please contact Jennifer Rossmeler at rossmeie@usc.edu or 213-740-1834.

“My Welcome to USC”: The Literacy Project at Readers^{Plus} and JEP **Susan Rose, Executive Director, USC Office for the Protection of Research Subjects**

As a newcomer to USC, I read about the JEP House in the Time magazine article crowning USC as college of the year. I was astounded and thrilled that I was at a university that had something so novel, wonderful, and community oriented. My reason for being at USC is bioethics and regulations for conducting human subjects research, which is after all about caring and community. So I went to inquire. Lo and

behold I was asked to be a Reader. Apparently staff were welcomed as volunteers. I overcame my social anxiety, took the two hour intro for Readers^{Plus}, and every week for a year read with a seven year old little boy at 32nd Street School.

Simply put, I loved it. I loved the school, the diversity, the openness, the introduction to L.A. Unified, the dedicated teachers, the

cheerfulness, and even the problems. It was my “community connection.” I was instantly part of something bigger than my job. I have met wonderful, awe inspiring, likeminded souls, and joined further efforts that enrich me.

Best of all, Michael learned how to read at his grade level and to smile when I picked him up at his classroom door.



Readers^{Plus} Staff

Jomaline Balatayo, AMF Pen Pal Project Coordinator

Elyse Derian, 32nd Street Assistant Site Coordinator

Lia Evans, Norwood Site Co-Coordinator

Cristina Garcia, Math Advocate

Gloria Jimenez, Foshay Site Coordinator

Tina Koneazny, Readers^{Plus} Program Director

Sonja Lopez, Literacy One Coordinator

Daisy Ortiz, Norwood Site Co-Coordinator

Maureen Osborne, Vermont Site Co-Coordinator

Danyelle Proano, Vermont Site Co-Coordinator

Jordan Rice, 32nd Street Site Coordinator

Jennifer Rossmeler, Central Office & Literacy Project Coordinator

Danielle Schutz, Weemes Site Coordinator

Ilka Turcios, Weemes Assistant Site Coordinator

Ashley Vincent, Foshay Assistant Site Coordinator



JEP Program Assistants, Professors and Courses



JEP Full-time and Senior Student Staff

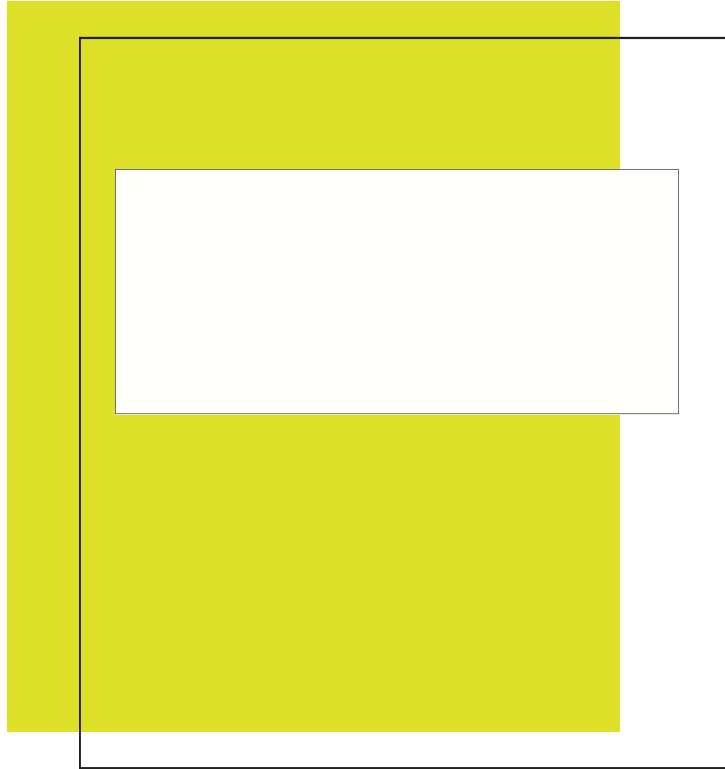
- Tammara Anderson**, Executive Director
- Carmen Antoun**, Peace Games Director
- Kaelin Burns**, Shelter and Foster Care Program Assistant Director
- Neil Chawla**, THV Director
- Karen Chien**, Social Work Intern, Peace Games
- Susan Harris**, Director of Academic Development
- Kathy Hua-di**, Social Work Intern, Peace Games
- Tina Koneazny**, Readers^{Plus} Program Director
- Amanda Kozlowski**, Program Assistant Coordinator
- Kara Lemma**, Service-learning Liaison
- Jaime Lester**, Research Assistant
- Jacqueline Mitchell**, Office Manager
- Ashley Oaks**, Placement Coordinator
- Avni Patel**, Peace Games Director
- Brenda Pesante**, Coordinator of Community Programs
- Margaret Sallee**, Research Assistant
- Jacqueline Von Bergen**, Coordinator of Special Projects
- Clarisse Young**, Service-learning Liaison
- Jameson Yu**, Office Technology Coordinator
- Elana Zarotsky**, Shelter and Foster Care Program Director

Program Assistant	Professor	Course	Program Assistant	Professor	Course
David Allen		Volunteers	Veronica Lazalde	Vierma	SPAN 220
Carmen Antoun	Bender	IR 100	Raquel Lucente	Henvey	GEOL 105
	Lamy	IR 210		Hammond	GEOL 125
	Becker	IR 310		Sammis	GEOL 240
	Glass	IR 343	Billy Lundergan	Emeka	SOCI 142
	Bender	IR 383		Albright	SOCI 200
Roxanne Bahadurji	Kaplan	SOCI 150		Kaplan	SOCI 432
	Hashem	SOCI 360	Jason Merideth	Rosen	EASC 150
Lynsey Barkoff	Girandola	EXSC 200		Renteln	POSC 345
	Girandola	EXSC 202	Marta Monroe	Sternheimer	SOCI 305
	Girandola	EXSC 203		Ransford	SOCI 342
	Girandola	EXSC 205		Sternheimer	SOCI 350
Jessie Behrendt	Stanford	ANTH 200		Sternheimer	SOCI 351
	Parish	ANTH 300	Avni Patel	Bender	IR 100
	Williams	ANTH 316		Lamy	IR 210
Annie Bell	Anderson	GEOL 108		Becker	IR 310
Drew Bennett	McKenzie	ENST 150		Glass	IR 343
	McKenzie	GEOG 255		Bender	IR 383
	McKenzie	GEOG 345	Lauren Polk	Novak	MATH 108
Kaelin Burns	Chernoff	PSYC 361		Vorel	MATH 116
	Biblarz	SOCI 169		Haskell	MATH 118
	Casper	SOCI 369		Bonahon	MATH 226
Neil Chawla	Siguenza-Ortiz	SPAN 316		Proskurowski	MATH 245
		THV	Gabe Oliva	Biblarz	SOCI 169
Olivia Chen	Vierma	SPAN 220	Margaret Sallee	Clemons	EDHP 510
Kamara Colson	Manis	PSYC 336		Vega la Serna	EDHP 510
		Project Read	Ashlee Scott	Madigan	PSYC 100
Daniel Cousineau	Farenga	CLAS 150		Lickel	PSYC 355
	Van Bladel	CLAS 280	Neda Shafai	Bennett	FREN 250
Honey Ghods	Albright	SOCI 320		Bennett	FREN 300
Gina Goodhill	Bitel	HIST 102		Mihram	FREN 352
	Seip	HIST 200		Bennett	FREN 381
	Bakus	BISC 102		Keaveney	FREN 471
Nisha Hakhu	Shugarman	BISC 150		Accampo	HIST 312
	Haw	FSH	Melanie Spierer	Chung	EDCO 102
Lauren Klipp	Williams	SWMS 210		Bender	ENGL 490
	Parish	SWMS 225		Lubowicz	LING 115
Amanda Kozlowski	Levy	PAS 371		Ionin	LING 411
Kara Lemma	Harris	URBN 375	Clarisse Young	Lyon	LAW 402
	Hentschke	URBN 375	Elana Zarotsky	Chernoff	PSYC 361
	Robertson	URBN 375		Biblarz	SOCI 169
	Salcido	URBN 375		Casper	SOCI 369
			Veronica Lazalde	Vierma	SPAN 220

USC Joint Educational Project

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Come visit us!



**The JEP House
34th St. & Trousdale**

About the Joint Educational Project

The Joint Educational Project (JEP) is one of the oldest and largest service-learning programs in the United States. JEP is based in USC's College of Letters, Arts and Sciences and works with faculty across the University. The program is designed to connect academic courses with schools and community-based organizations in order to provide students with out-of-classroom experiences that complement and enrich what they are learning in the classroom while simultaneously providing a valued service to the community. Each year, JEP partners with approximately 50 schools and agencies and places nearly 2500 students in the neighborhood as mentors, "mini-course" instructors, translators, research assistants, and aides to teachers and other helping professionals.

For more information about the services available through JEP, please contact our staff or visit our website (www.usc.edu/jep).