

Service-Learning & Research Project (SLRP)

SLRP = COMMUNITY SERVICE + RESEARCH PAPER + PRESENTATION

1. COMMUNITY SERVICE (30%)

The community service component includes 16 hours of outreach with a local, non-profit environmental organization. Service can include trail maintenance, gardening, pulling out invasive species, working for environmental justice, recycling help, youth environmental education, community building, working to improve walking and biking paths, organizing at a food bank (lots of flexibility on this!). The quarter goes by *very, very* quickly. I urge you to contact at least three organizations within the first two weeks of the quarter to set up your service and finalize the dates of when you will do the service.

Be very clear when you contact the organization:

- you are aiming to get service experience in an environmental field
- you are looking to complete 16 hours of service before March 23
- you are earning credit at Seattle Central and they can call us if they have *any* questions
- ask what type of service they anticipate you doing (make sure it is environmentally related!)
- make sure their schedule will fit with yours
- make sure you can get there on time (walk/bus/drive/carpool)
- you need to meet with them to sign the service-learning agreement, due January, 21st

The Community Service Learning office at SCCC and my service webpage have a fantastic list of potential organizations and contacts. Patti Gorman, the Service-Learning Coordinator, will be leading an orientation on the service-learning experience in the first week of class. You can also see page 11 of the Service-Learning Program Student Manual (Patti will distribute paper copies), entitled Steps to Follow (available online at <http://www.seattlecentral.edu/service-learning/>).

2. RESEARCH PAPER AND PROPOSAL (55%)

Don't just do environmental service – think about your service! What is the impact of environmental service on this community? What can it accomplish? You will be writing a ~5 page research paper based on one environmental issue loosely related to your environmental service. Here are some ideas for service activities and what you could research in your paper:

<i>Service</i>	<i>Possible theme for a research paper</i>
Pulling invasive weeds	Types of invasive species and their economic impact on Seattle
Work at animal shelter	Impact of domesticated animals on the urban environment
Organizing at the ReStore	Location and history of Washington landfills
Youth environmental education	Importance of experiencing nature at a young age

The research paper is due March 23 and will be 50% of your final project grade. An additional 5% will be awarded for a ½ page paper proposal due February 4 (week 5). Below is an outline of the sections of the final paper. Toward the beginning of the quarter I will lead in-class sessions detailing the layout of a good research paper, the basics of plagiarism and how to cite references. I will be available during office hours or by appointment to discuss any aspect of the research paper.

INTRODUCTION (1-2 PARAGRAPHS)

Your introduction should include what your service organization is, what they do and how they began. Explain how this organization, and your service, is related to one environmental issue. The introduction must include a highlighted thesis statement, which presents an *arguable* statement on the environmental issue.

Example thesis statement:

Urban agriculture is important for Seattle as it provides local and affordable food, builds community and encourages species biodiversity.

LITERATURE REVIEW (3 PAGES)

This section provides the background for the environmental issue you discussed in the introduction. It includes unbiased facts, *not* your personal opinions. It should include information relevant to your thesis statement and come from 5-10 resources, such as books, websites, scientific articles and/or newspaper articles. All sources MUST BE CITED. If you do not cite your source, it is a form of plagiarism, which is not accepted in this class. Organizing and correctly stating your source of information is truly half the battle in science. We will discuss citations more in class.

Example resources:

Web: Urban Agriculture Notes

Scientific Journal: *Journal of Soil and Water Conservation*

Book: Agriculture in the City's Countryside by Christopher R. Bryant and Thomas R.R.

Newspapers: Seattle Times, NY Times

Report: US Dept. of Agriculture, Feeding Our Cities Report

Example literature review topics:

Urban garden plots – how many there are in Seattle, their yield and types of plants

Community surrounding farmer's markets – where and when they occur in Seattle, the number of community events before and after them, what scientists suggest about the health of a community where farmer's markets take place

Species biodiversity – what is it, how reports suggest that the number of plant and animal species are greater in regions where there is urban gardening

METHODOLOGY (1 PAGE)

The methodology of a research paper includes your methods for supporting your thesis statement. For our purposes, the methodology will be a detailed description of what you did during your service-learning experience. Describe your service as if someone had to do exactly what you did over again.

Example methodology (could also be presented in a table):

Each Wednesday morning at 9 am, I went to the Inter*Im gardens in the International District. The first week, along with the garden coordinator, I placed pumpkin runners in rows and pulled weeds from around the bok choy.

CONCLUSION (1 PARAGRAPH)

The conclusion will reiterate your thesis statement and fuse your service-learning experience with the research you have done. How did the two reinforce each other? What are you walking away with at the end of the quarter? The final paragraphs should give your paper a sense of completeness and leave the reader with your perspective on the chosen environmental issue.

Example conclusion:

It has been shown how urban agriculture supplements store bought food, fosters community and encourages species biodiversity. I experienced these aspects of the urban food chain first hand at the Inter*Im gardens, working with the community and seeing rare birds that were attracted to it. I feel that sustainability, in the form of food, community and biodiversity, is possible through small gardens like the one I served.

3. CLASSROOM PRESENTATION (15%)

The presentation is completely free form. The only requirement is that it conveys both the scientific basis of your environmental issue along with your personal reflections on your service-learning experience. The presentation could be a photographic exhibit, a series of sketches, a collage, a poster, a mural, a regular verbal presentation, etc. I invite you to let your creative powers flow! We will spend the last two class periods presenting our projects.