

Service-Learning as Critical Pedagogy:
A Course Portfolio of Honors Public Speaking

SPCM 1011H: Fundamentals of Public Speaking (Honors)

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Table of Contents

I. Portfolio Overview	
Introduction	2
Teaching Philosophy	3
SPCM 1011H Background and Reflection	5
Critical Pedagogy	6
Portfolio Purpose Statement and Research Goals	9
Assessment Plan	10
II. Course Design	
Service-Learning and Communicating Common Ground	11
Syllabus and Service-Learning Project Design	12
III. Course Implementation	
Class Meetings	16
Service-Learning Visits	20
Speech Assignments	23
IV. Conclusions	
Service-Learning Evaluation	26
Recommendations	28
Portfolio Reflection	29
V. Bibliography	31
Appendices	
Appendix A: Research Consent Forms	32
Appendix B: Communicating Common Ground Initiative	35
Appendix C: SPCM 1011H Syllabus	36
Appendix D: Service-Learning Assignment	42
Appendix E: Narrative Speech Assignment	50
Appendix F: Informative Speech Assignment	52
Appendix G: Persuasive Speech Assignment	54
Appendix H: Sample Weekly Plans	57
Appendix I: Sample Discussion Questions	59
Appendix J: Peer Evaluation	60
Appendix K: Marshall Middle Speech Assignment	63
Appendix L: Sample Curricular Plans	67
Appendix M: Sample Site Visit Summaries	71
Appendix N: Sample Reflection Journal Prompts	73
Appendix O: Sample Speech Outlines	74
Appendix P: Narrative Speech Response	85
Appendix Q: SPCM 1011H Course Response	87
Appendix R: Marshall Middle Instructor Evaluation	90
Appendix S: Marshall Middle Student Evaluation Instrument	93
Appendix T: SPCM 1011H Student Evaluation Instrument	95
Appendix U: Service-Learning Press Releases	100

I. Portfolio Overview

Introduction

As the title of this portfolio, “Service-Learning as Critical Pedagogy,” suggests, this project investigates the relationship between service-learning as an instructional method and critical pedagogy as an instructional theory. I hypothesize and eventually argue that service-learning achieves the theoretical challenges of critical pedagogy. The portfolio chronicles SPCM 1011H, Fundamentals of Public Speaking (Honors), a course that requires a service-learning project. While designing and teaching SPCM 1011H during the Spring 2004 semester, I explored the utility of applying concepts of critical pedagogy to the service-learning project.

As an honors course, SPCM 1011H’s only distinction from the SPCM 1010 sections of public speaking is the inclusion of an additional learning objective: “students should be able to understand the relationship between agency and public speaking through participation in a service-learning project with community partners.” SPCM 1011H recognizes the potential of public speaking as an agent for social action and tests that potential via service-learning. Prior to teaching the course in Spring 2004, I noticed a link between the assumptions of critical pedagogy (that educators should be active critics of society and committed to social reform) and the added SPCM 1011H objective. If public speaking is a means for social agency, then it makes sense that a service-learning project located within a public speaking course should itself be committed to social critique and reform. I then set out to design a course that framed service-learning as a means of doing critical pedagogy.

Initiated in Fall 2003, this portfolio project allowed me to process the theoretical issues related to critical pedagogy prior to implementing them in SPCM 1011H. During the fall semester, I reflected on my teaching philosophy, the identity of the honors public speaking course, my underlying goals for the portfolio, and assessment strategies for my critical pedagogy objectives. During the spring semester, I documented the implementation of service-learning as critical pedagogy in SPCM 1011H by reflecting on course meetings, student speeches, and service-learning visits. As a new faculty member at Xavier, I have used this project as extended teacher training. My general goal is for the portfolio experience to create a philosophical platform around which to situate my pedagogy at Xavier. While this portfolio argues that service-learning is one method for carrying out critical pedagogy, I hope to continue making connections to critical theory throughout my instruction.

I have organized the portfolio chronologically to demonstrate my experience throughout this project. I describe and analyze each component of the course from inception to implementation to demonstrate how critical pedagogy occurred in SPCM 1011H. The Portfolio Overview section offers a background to the portfolio through a teaching philosophy, a contextual background of SPCM 1011H, a review of critical pedagogy theory, a statement of research goals and intended course outcomes, and an assessment plan for measuring those outcomes. The Course Design section describes and analyzes the creation of the course syllabus, the service-learning assignment, and in-class

public speaking assignments. The Course Implementation section documents and analyzes in-class meetings, service-learning visits, and student speeches. The Conclusions section discusses the degree to which the course achieved its intended outcomes and offers suggestions for future SPCM 1011H sections.

Teaching Philosophy

My first serious consideration of the politics implied by the phrase “to teach” came in response to Paulo Freire.

A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrating Subject (the teacher) and patient, listening objects (the students). The contents, whether values or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness. (72)

I read Freire while working on a research project in which I was using performance methods within an English as a Second Language classroom for adult immigrants and political refugees. I was both puzzled and inspired by the challenge I encountered in the pages of his Pedagogy of the Oppressed. On one hand, I could not escape my basic need for narration—the traditional unidirectional lecture—in teaching undergraduate courses. No matter how reductive Freire finds narration, I desperately needed the lecture to convey information in an efficient manner to a room of undergraduate communication students. Still, I could not ignore the obvious and acute link between Freire’s call for teaching as the practice of freedom and my experience within community-based ESL classrooms. I found it impossible to separate my English language instruction from the lives of the students who actively used that instruction as they adapted to a new American culture.

Freire’s bold pedagogical claims nagged me: “Education as the practice of freedom—as opposed to education as the practice of domination—denies that man is abstract, isolated, independent, and unattached to the world; it also denies that the world exists as a reality apart from people” (81). Applying the social agenda that I found within Freire and other critical theories of education made good sense in a community ESL class. But, how would that agenda play out in a traditional undergraduate classroom? What connection, if any, might be made between the tangible, historical bodies that occupied my communication classes and the tangible, historical world in which those bodies lived? What exactly is embedded within the phrase “to teach,” in addition to its denotative meaning of imparting knowledge and giving instruction?

In recent years, I have attempted to situate my philosophy of teaching within the particular contexts in which I teach. Teaching at Xavier University implies a response to the University’s identity as a historically Black school with Catholic foundations. I approach this history as an opportunity to situate my teaching in relation to the social and cultural identities that make up every Xavier public speaking classroom. Xavier’s

institutional identity also invites teaching that commits to a project of social justice. Ultimately, my philosophy of teaching is directed towards reconciling my view of education as the practice of freedom with the particular context of public speaking classrooms at Xavier University. To this end, I view teaching as a vocation that implies collaboration, attention to identity, a process of critique, and tangible, social consequences.

As a collaborative act, teaching occurs during moments of classroom dialogue, during moments of honest exchange between classroom participants. My teaching philosophy rests on the belief that students and instructors ought to participate together within the classroom. The role of teacher demands careful attention to creating a classroom space in which students and teachers react to course material by personalizing it, challenging it, extending it, and ultimately, redefining it. In this view, teaching becomes an ongoing process of facilitating and directing. Within a public speaking class, collaboration occurs when students take ownership of the course by investigating and critiquing the relevance of public discourse within their lived experiences. Collaboration does not merely happen as a result of required public speaking assignments. Collaboration happens when students receive and take responsibility for shaping the organization of a given class session, topic, or exercise.

Second, I view teaching as a commitment to the particular bodies and voices that occupy the classroom. Teaching both recognizes the authority embedded within the role of instructor and commits to the contingent, historical context that any given group of classroom participants comprises. Student and instructor identities emerge in relation to each other and to the constraints introduced by particular courses. Within a public speaking class, identity is privileged when public speaking is presented as a special case of identity management. That is, public discourse offers unique opportunities for speakers to investigate topics relative to their social and cultural identities.

Third, teaching is always connected to critique: critique of the classroom behaviors of teachers and students, critique of the social and cultural context within which the class resides, and critique of the course's relevance within that context. I envision the classroom project of critique as processual, dialogic, and grounded within concrete social practices. Teaching as a process of critique recognizes that pedagogy engages in becoming rather than being. Teaching responds to the feedback of its constituents; it is malleable rather than fixed. Teaching responds to the material environment in which its participants live by fixating on specific social practices that interact with a given course's curriculum. Within a public speaking class, speaking assignments provide opportunities for students to critique their social environments. For this critique to be viewed as more than an innocuous classroom assignment, however, students must first commit to a participatory and demanding classroom environment that hinges on their viewpoints.

Finally, I view teaching as an efficacious project that can and should address issues of social justice. When directed towards the social practices that immediately and directly impact its participants, teaching becomes a means of social action. Teaching as

social action further demands that instructors shape curricula in response to the identities present within their classes and involve students as stakeholders in how curricula is applied to social ends. Within a public speaking class, action may happen in the form of service-learning projects. This is particularly the case when speaking assignments become vehicles for the analysis of specific social concerns, leading to proposals for further action and partnership with community groups.

SPCM 1011H Background and Reflection

The primary distinction between SPCM 1011H and SPCM 1010 is the presence of a service-learning requirement. As an honors section of public speaking, SPCM 1011H requires students to participate in a service-learning project within the New Orleans community. By adding a course objective to the syllabus that explores the relationship between agency and public speaking within the context of service-learning, SPCM 1011H is directly connected to civic engagement. As I developed the course prior to the Spring 2004 semester, I approached SPCM 1011H as a vehicle for social critique and action.

In Fall 2003, Speech Communication faculty organized a proposal that created the honors public speaking course, SPCM 1011H, and linked it with a national service-learning initiative, Communicating Common Ground. The Arts and Sciences Academic Council approved the new course in Fall 2003, and Xavier offered the first section of the course in Spring 2004. Twelve students enrolled in and completed the course. SPCM 1011H fulfills the public speaking Core Curriculum requirement and is open to students who satisfy the following criteria:

1. ACT score of 24 or SAT score of 1090 or 3.0 high school GPA
2. Eligibility for or current/past enrollment in ENGL 1010
3. Earned grade of A or B in a high school public speaking course or demonstrate extensive public speaking experience as member of an extracurricular group.

SPCM 1011H is a partner of Communicating Common Ground (CCG), a national network of service-learning projects that promote cultural tolerance. Sponsored by the National Communication Association, CCG links college communication courses with K-12 or community sites in an attempt to foster respect for cultural diversity and combat hate speech. The American Association for Higher Education, Campus Compact, and the Southern Poverty Law Center also participate in the initiative.

In Spring 2004, the SPCM 1011H course conducted its service-learning project with a New Orleans Public School, Thurgood Marshall Middle. The project partnered with a seventh grade Louisiana Studies course. Xavier students created and taught a public speaking curriculum that commemorated the fiftieth anniversary of the Brown vs. Board of Education court case. During the project, SPCM 1011H students used the historic school desegregation case as the framework for a public speaking assignment that the Marshall Middle students completed. The assignment required Marshall Middle

students to create a speech about the significance of a person, place, or event connected to the 1960 integration of New Orleans Public Schools.

While viewing SPCM 1011H from the perspective of service-learning, I recognized the project as a potential means of carrying out the theoretical goals of critical pedagogy. As I discuss in the subsequent section, critical pedagogy argues that education operates from a subjective, ideological position. Elyse Pineau condenses critical pedagogy to three fundamental assumptions: “[C]ritical educators believe that intervention is needed (the language of critique), that renewal is possible (the language of possibility), and that our privileged position as educators makes us personally responsible for enacting both at every level of our professional lives (the commitment to action)” (43). While planning for SPCM 1011H, I looked at critical pedagogy as a body of theory that presents a sizable challenge: How can designing a course around a service-learning project fulfill the goals of social critique, potential for social reform, and commitment to social action?

Critical pedagogy imposes specific course objectives on any course. First, the goal of social critique implies that students perceive the course as an opportunity to exercise their voices and experiences. Therefore, the syllabus must offer concrete opportunities for students to influence the direction of the course (e.g. collaborative creation of class policies, options for speaking assignments, and responsibility for locating and presenting material related to a particular course topic). The most significant way this happened in SPCM 1011H was through the service-learning project. Through their involvement with the service-learning project, SPCM 1011H students interrogated historical and contemporary American educational practices.

Second, students’ collaborative design and implementation of the service-learning project became an exercise in envisioning social possibility, another objective for critical pedagogy. Throughout their interaction with Marshall Middle students and later during their reflection on the service-learning experience, SPCM 1011H students considered possibilities for change. Students proposed educational reform policies during their final speeches, and they reflected on the efficacy of public speaking as agency within a middle school social studies curriculum.

Finally, the service-learning project engaged students in community action. Critical pedagogy proposes concrete involvement within a specific community. SPCM 1011H students responded to this objective through their mentoring of Marshall Middle students. By encouraging their community partners to research school integration in New Orleans and motivating them to present speeches about its significance, SPCM 1011H students served as role models.

Critical Pedagogy

Critical pedagogy scholars have argued that education involves more than teaching and learning. Henry Giroux and Roger Simon define pedagogy as “a deliberate attempt to influence how and what knowledge and identities are produced within and

among particular sets of social relations” (12). They observe that pedagogical praxis brings together a wide range of tasks, all of which inherently implicate pedagogy as a political venture. Pedagogy always indicates “what knowledge is of most worth, in what direction we should desire, what it means to know something, and how we might construct representations of ourselves, others, and our physical and social environment” (Giroux and Simon 12). Freire positions classroom instructional methods as extending from political stances. Traditional instruction, which Freire calls banking pedagogy, constructs “a partial view of reality” that serves the status quo (Pedagogy 60). In stark contrast, Freire’s problem-posing pedagogy aims for the “practice of freedom” by encouraging students to gain a critical consciousness regarding their respective positions and related oppressions in the world (Pedagogy 66-67). Pedagogy thus works within distinct sociopolitical and cultural boundaries, hegemonic lines drawn between those holding/maintaining power and those seeking power. Peter McLaren explains, “[S]chooling always represents an introduction to, preparation for, and legitimation of particular forms of social life. It is always implicated in relations of power, social practices, and the favoring of forms of knowledge that support a specific vision of past, present, and future” (McLaren, Life 160-61). When viewed this way, pedagogy implicates educational institutions, administrators, instructors, and students as participants in a socially and politically charged battle for power, representation, and identity. Pedagogy is seen as always already enlisting participants in a sociopolitical and cultural struggle. Rather than viewed as “a unitary, monolithic, and ironclad system of rules and regulations,” schools take on the identity of a contested site of cultural politics, where the dominant ideologies of a society might be reproduced, resisted, or transformed by both students and teachers (McLaren, Life 186).

Ira Shor argues that pedagogy follows one of two motivations: accepting the traditional curriculum or rejecting it. In either case, the teaching that results contributes to a particular vision of society, and that vision either restricts or enables students (347). McLaren describes the project of critical pedagogy as one that both recognizes the cultural politics at work within sites of schooling and articulates means of agency and empowerment for the students and teachers affected by that politics (Life 160). Critical pedagogy has been suggested as an answer to inegalitarian conditions, inasmuch as it critiques the power structures present in an educational system and offers resistant practices to democratize those structures. This project requires a revised vision of schools “as sites of both domination and contestation.” As Giroux explains, this position resists the hopeless view of a totalizing dominant culture that merely imposes itself on students. Instead, critical pedagogy recognizes that resistance to the dominant culture and its attempts to reproduce occurs naturally within normal social relations (Theory 62-63). Operating from the possibility that resistance enables transformation, scholars in critical pedagogy have asserted the goals of “hope and emancipation” as central to the new version of social life advocated in curriculum (Aronowitz and Giroux 141).

Within the classroom, critical pedagogy has at least two comprehensive goals: the construction of a “democratic public sphere” and the recognition of lived experience within the classroom. Giroux and McLaren use the label “democratic public sphere” to describe schools charged with a revolutionary task: “awakening the moral, political, and

civic responsibilities of its youth” (xxii). Giroux and McLaren are uneasy with the increasingly conservative connection between schools and the needs of industry. They charge that relationship with generating “sterile instrumentalism, selfishness, and contempt for democratic community” (xxii). Repositioning education as a primary stakeholder in social life, Giroux and McLaren identify its true purpose as constructing a body of critical citizens who participate in the reform of economic, political, and cultural life. Giroux begins to explain the means by which this education might operate:

If a citizenship education is to be emancipatory, it must begin with the assumption that its major claim is not ‘to fit’ students into the existing society; instead, its primary purpose must be to stimulate their passions, imaginations and intellects so that they will be moved to challenge the social, political, and economic forces that weigh so heavily upon their lives. In other words, students should be educated to display civic courage, i.e., the willingness to act as if they were living in a democratic society. (emphasis in original, Theory 201).

The concrete practices that Giroux advocates in pursuit of these goals include increasing the amount of student participation within the classroom, encouraging critical thinking, clarifying student values, and discussing ideological constraints on students’ lives (Theory 202-4).

In regards to students’ roles in the classroom, critical pedagogy enables students to “both produce as well as criticize classroom meaning.” Knowledge gets constructed through an active engagement of course material in which students “challenge, engage, and question the form and substance of the learning process” (Giroux, Theory 202). Critical thinking is taught when students practice comparing various versions of reality and recognize that even objective course content is situated within a complex network of material relations (Theory 202-3). Giroux views the clarification of values as a central element of a radical critical pedagogy: “[Students] must learn how values are embedded in the very texture of human life, how they are transmitted, and what interests they support regarding the quality of human existence” (Theory 203). In response to the ideological constraints that students face, Giroux proposes instruction on ways to mount political protest (Theory 203).

A second basic feature of injecting critical pedagogy into the classroom is privileging students’ lived experiences. Giroux warns against a priori assumptions of students’ experiences, even if such assumptions are motivated by erasing inequalities that students encounter in their lives (“Schooling” 146-47). As sociocultural agents situated in history, people constitute their own meanings through the “complex historical, cultural, and political forms they both embody and produce” (“Schooling” 147). Critical pedagogy therefore operates from the highly contingent basis of lived experience, where students’ reported experiences converse with the various categories (race, class, gender, sexuality) that ideologically influence students’ respective positions of power. In concrete terms, the classroom becomes a site where students obtain training in the analysis of how their respective voices and identities have been “implicated, produced,

affirmed, or marginalized within the texts, institutional practices, and social structures that both shape and give meaning to their lives” (“Schooling” 148). Moreover, the curriculum in this site features “student experience as both a narrative for agency and a referent for critique” (“Schooling” 149). Giroux explains the privileging of lived experience in the classroom as an exercise in critical reflection on how student identities have been constructed:

Although this approach valorizes the language forms, modes of reasoning, dispositions, and histories that students use in defining themselves and their relation to the larger society, it also subjects such experiences and ideologies to the discourse of suspicion and skepticism, to forms of analysis that attempt to understand how they are structured by cultural and symbolic codes inscribed within particular configurations of history and power. (“Schooling” 149)

Portfolio Purpose Statement and Research Goals

Because of its service-learning requirement, SPCM 1011H provides an opportunity to connect a public speaking curriculum with concrete social practices. Service-learning rests on the belief that students can practice classroom concepts and theories within real-world contexts at the same time they practice civic engagement. SPCM 1011H students identified the public discourse needs of Marshall Middle students who were preparing speeches on the 1960 integration of New Orleans Public Schools. SPCM 1011H students adapted their public speaking curricula and instruction to address those needs.

Since service-learning propels students into social communities, a service-learning project becomes fertile testing ground for making concrete the theories of critical pedagogy. The primary purpose of this portfolio is to assess the efficacy of using service-learning to do the work of critical pedagogy in the SPCM 1011H course. Two interrelated research questions emerge from fusing critical pedagogy with service-learning in this context:

1. Does the SPCM 1011H service-learning project create an environment of social critique?
2. Does the SPCM 1011H service-learning project engage students in community action directed towards concrete social change?

These questions arise from critical pedagogy’s fundamental assertions that education is inherently infused with ideology, that educators must be committed to exposing the dominant ideologies at work within education, and that educators must be committed to concrete action that equalizes the power relations between privileged and marginalized social positions.

Based on the research questions listed above, I use this portfolio to assess the degree to which SPCM 1011H students engaged in critique of social, cultural, and

political practices related to the course theme of educational opportunity. I also assess any measurable social change affected by the public speaking curriculum delivered during SPCM 1011H service-learning project.

Assessment Plan

Assessment of critical pedagogy—a project marked by participation, dialogue, critique, and social action—necessarily involves its participants. In the case of this course portfolio project, service-learning served as a testing ground for critical pedagogy’s assumptions of critique and social action. Therefore, the main assessment strategy was to treat the service-learning project as an ethnographic case study in which I collected data via participant-observation, fieldwork reports, group debriefings, and documents collected from SPCM 1011H and Marshall Middle students.

Adopting qualitative methods from the practice of ethnography, I compiled field notes from SPCM 1011H class meetings and service-learning visits to Marshall Middle. I collected numerous reflection documents from SPCM 1011H students throughout the semester, including summaries of their service-learning visits and journal entries. In response to SPCM 1011H students’ suggestions, I considered changes to the course syllabus and the service-learning project. I collected documents submitted by SPCM 1011H students that led to the creation of the public speaking curriculum for Marshall Middle. I analyzed the relationship between in-class SPCM 1011H speeches and educational opportunity issues relevant to the service-learning project. A colleague from the Communications Department, Dr. Rockell Brown, attended a SPCM 1011H class meeting and offered evaluative remarks related to critical pedagogy themes. I also administered surveys to SPCM 1011H students, Marshall Middle students, and the Marshall Middle instructor. The SPCM 1011H student survey was not submitted in time for me to use in this portfolio. All participants in the project signed research consent forms, granting me permission to use course assignments and documents within this portfolio (see [Appendix A](#)).

If I were to assess SPCM 1011H as a course, I would create instruments to evaluate the outcomes of every learning objective listed in the syllabus. However, my primary intent in this portfolio is to examine the efficacy of service-learning as critical pedagogy. Only one objective relates to service-learning: understanding the relationship between agency and public discourse. In conducting a qualitative assessment of this objective and the critical pedagogy research questions stated in the previous section, I rely on interpretive analysis of the documents mentioned above. In the following sections, I describe and interpret data collected throughout the course design and course implementation processes. Based on these interpretations, I also assess the degree to which SPCM 1011H students participated in critical pedagogy’s goals of social critique and community action.

II. Course Design

Service-Learning and Communicating Common Ground

Designed as a service-learning course, SPCM 1011H was developed in response to the assumption that education should link theory and practice while fulfilling a civic responsibility to community. The Communication Studies discipline has particularly taken to service-learning in the last ten years. Research that links service-learning to communication courses has increased, as seen in the “Service-Learning in Communication Studies” issue of Southern Communication Journal published in 2001. The National Communication Association (NCA) published a comprehensive guide, “Service-Learning and Communication: A Disciplinary Toolkit,” to aid communication-based service-learning projects. NCA also created the Communicating Common Ground initiative in 2000, a service-learning collaboration that partners communication courses with K-12 or community partners in an attempt to promote respect for cultural diversity (see [Appendix B](#)). NCA’s initiative sponsors more than 50 projects nationwide and is supported by the Southern Poverty Law Center, Campus Compact, and the American Association for Higher Education.

Prior to teaching SPCM 1011H in Spring 2004, I participated in two service-learning workshops that directly influenced my course design. In November 2003, I attended the “New Partner Orientation” for the Communicating Common Ground initiative at the NCA convention. The orientation emphasized the need for ongoing student reflection and described various assessment strategies for student and community participants. In December 2003, I attended Xavier University’s Service-Learning Faculty Institute. The training offered several models for implementing service-learning into a course curriculum.

My concentration on critical pedagogy preceded my participation in these workshops, and I was therefore able to situate the suggestions that I gained from these events within the framework of social critique and community action. That is, as I reflected on the strategies for service-learning course design and assessment, I always considered how they might fulfill the objectives of critical pedagogy. From these workshops, I made two concrete course design decisions. First, I organized the course around an ongoing cycle of reflection. In order to assess the degree to which students participated in critique, I used a wide range of reflection opportunities at frequent intervals (e.g. in-class roundtable discussions, in-class free-writing sessions, journal entries, and service-learning visit summaries). Second, I privileged student voices and experiences within course assignments. In order to activate student participation in both critique and social action, I encouraged students to contribute to course policies and assignments, and I created assignments that reflected their identities. These course design decisions are described more fully in the “Syllabus and Service-Learning Project Design” section.

Syllabus and Service-Learning Project Design

SPCM 1011H was a course in progress, from my initial design of the syllabus (see [Appendix C](#)) to the completion of the service-learning project. Rather than isolate the service-learning project (see [Appendix D](#)) as one of the required assignments for the course, I designed the entire course around the project. I suspected that teaching a public speaking curriculum to middle school students would require a tremendous time commitment, and I considered numerous ways of compensating SPCM 1011H students for their additional effort. I could not seriously reduce the number of required in-class speeches because the course was, in fact, a public speaking class that satisfied the University's Core Curriculum communication requirement and prepared students for a sophomore Speech Competency exam. I could not seriously reduce the amount of reading required because the course textbook also served as a manual for preparing the speeches they would give in class and teach in the service-learning project.

My response to this dilemma was to position the course as “up for grabs” during the first week of class. By this, I mean that I introduced the course as property jointly owned by students and myself. The vehicle that most clearly propelled this message was the service-learning project. All the course assignments, including the in-class public speeches, related to a common theme: educational opportunity. In particular, I positioned the curriculum as an action to be taken by its participants (students and myself). My initial attempt to situate the course in critical pedagogy involved positioning students as active agents responding to a particular problem: identifying historical injustices related to educational opportunity and responding via the service-learning project. I framed the course as a case of “citizenship education,” which Giroux describes as a deliberately political project that seeks a “genuine democratic society, one that is response to the needs of all and not just of a privileged few” ([Theory 201](#)).

The “Class Format” section of the course syllabus illustrates my early efforts to activate students as co-owners of the course curriculum. The section described how the course would be conducted, and I explicitly linked student participation to the potential success of the course:

The Honors Public Speaking course relies on a heavy amount of student participation and ownership of course material. The course uses service learning to explore the usefulness of public speaking principles and to make connections between community agency and public speaking. The eventual outcome of this course, as well as what is produced within it, relies on an active collaboration between students and myself. . . .

My approach to this course is based on the expectation that I will learn from and about you as you contribute to each class meeting. I also expect that you will learn from and about your peers during each meeting. All public speaking depends upon a speaker/audience relationship, and we

will work specifically to build that relationship within our course. (SPCM 1011H Syllabus)

On the first day of class, I used an exercise that was intended to motivate students to critique the classroom context in which American education typically occurs. At precisely 1:15 p.m., the designated start time for SPCM 1011H, I passed out copies of the syllabus, proceeded to the front of the classroom, and stood behind the podium. At a brisk rate and with a monotone voice, I began to read the syllabus verbatim. After about two minutes, I stopped reading. I asked students to consider the following two quotes that commented on education:

A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrating Subject (the teacher) and patient, listening objects (the students). The contents, whether values or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness. (Friere 72)

Education is not only a function of books, but a function of experience and connecting what one reads with ongoing observations and experiences. (Coles, 1990, 164).

I then asked students to work in groups of three to create short dramatic scenes that demonstrated what the first day of a college class would look like if “narration sickness” was cured, if education was also a “function of experience,” and if education was connected to “ongoing observations and experiences.” In every performed scene, the relationship between instructor and student was relaxed and friendly. The instructor consistently asked students about their personal lives and their previous college experiences. In one scene, the instructor asked students to explain their preferences for lectures or discussion circles.

Following the scenes, we sat in a circle and discussed the syllabus. I encouraged students to comment on the course requirements and policies. We made decisions about the physical arrangement of the classroom (sitting in a discussion circle) and rules for interacting with each other. Students described the instructor/student relationship as a tense balance between being friendly and “losing control.” Their suggestion was for instructors to maintain friendliness without students being disrespectful.

After discussing the syllabus, students reported that the severe penalty for missing any service-learning visit (5% deducted from the final course grade) was too extreme and signaled my distrust of them. In response, I emphasized the importance of the service-learning project and the mentoring work they would undertake with seventh-grade students. I then asked the students to address the service-learning attendance policy. They decided to eliminate the penalty from the syllabus and to pledge their attendance at every service-learning visit.

While I intended to involve students as active participants in the course, I still experienced some apprehension when I actually released the service-learning attendance policy to them. I recognized that my own role as instructor was situated in authority. In making decisions about course curriculum and policies, I exercised a specific form of power within the classroom. The classroom was not a general community space, but my space. By inviting students to make specific, consequential decisions about the course, I redefined “my” classroom space as “our” classroom space.

Following the first week of class, the syllabus experienced several changes, some of them related to scheduling, others related to course assignments. However carefully I had planned the curriculum, it never remained fixed. In most cases, students did not collectively decide on a particular action. Rather I adapted the course to students’ experiences, challenges, and accomplishments. For example, I initially scheduled three reflection journal deadlines. Once the service-learning project began, however, I realized that students were spending more time than I anticipated on preparing public speaking lessons for their Marshall Middle groups. I altered the journal assignment to allow students to submit their journals either two or three times during the semester.

The final exam was initially going to be cumulative and include a combination of multiple choice and written questions. By the midpoint of the semester, however, it was clear that the persuasive speeches would need to occur during the final exam period. Without consulting the students, I changed the format of the final exam to a two-page reflection essay that combined course content with lessons learned during the service-learning project. The essay would be due prior to the scheduled final exam period, during which students would deliver their speeches. In the final month of the semester, I made another change to the final exam. As I watched students frantically prepare their Marshall Middle groups to deliver their speeches, it became clear to me that the students’ design and delivery of a public speaking curriculum was a method of assessing their understanding of course concepts. I scrapped the final exam essay and told students that I would instead evaluate the commemorative presentations they were already planning to deliver on the final visit to Marshall Middle. Students expressed relief at my decision.

When I teach SPCM 1010, the Fundamentals of Public Speaking course, I create all public speaking assignments prior to the start of the semester. While teaching SPCM 1011H, however, I created speaking assignments in relation to the students’ experiences in the service-learning project. I purposely waited to write the assignments until I understood the issues that students were discussing within their Marshall Middle groups.

The first speech (see [Appendix E](#)) asked students to consider one of their experiences with education in relation to their self-described cultural identity. They created narrative speeches that analyzed their own personal narratives, an oral narrative collected from a family member, and a single outside text. The assignment was direct preparation for the public speaking curricula they would design during the service-learning project, which required Marshall Middle students to interview a family member and locate an outside text related to school integration.

The second speaking assignment, an informative speech (see [Appendix F](#)), was scheduled during the midpoint of the semester while students were discussing the integration of New Orleans Public Schools with their Marshall Middle groups. I intended the speech to encourage students to think about the task that their Marshall Middle groups faced. Since Marshall Middle students were creating speeches about significant people, events, or places related to the integration of New Orleans schools, I wanted SPCM 1011H students to focus on related civil rights issues. As described in the assignment, the speech allowed students to research the broad social context in which New Orleans school integration occurred:

The focus of the informative speech is the stories told by the places related to the civil rights movement in New Orleans. Specifically, you will select a place (or series of places) that has/have some significance to civil rights decisions in New Orleans. After viewing the “A House Divided” documentary, think about specific events you learned about. Then, consider selecting a place that will allow you to tell a portion of the New Orleans’ civil rights story.

Your goals should be to inform the audience of the story that relates to a civil rights place in New Orleans and to connect the story to our current state of affairs with race in New Orleans and/or the U.S.

Ideas include: districts/areas; schools; sites of integration struggles; sites that commemorate civil rights leaders; churches; gravesites; lunch counters; universities; public transportation sites; etc. (Informative Speaking Assignment)

The third speaking assignment, a persuasive speech (see [Appendix G](#)), concluded the semester during the final exam period. I created the assignment near the end of the service-learning project to serve as a course capstone. The assignment required students to propose a policy in response to an instance of educational inequality. My intent was to allow students to reflect on the educational issues that arose during the service-learning project and consider their work as part of an ongoing struggle to eliminate educational inequality.

By viewing the SPCM 1011H syllabus as malleable and reframing course design as an ongoing process rather than a fixed task, I was able to supplant my traditional, authoritative instructor role in favor of shared ownership with students. The primary benefit of this transition was seen in the active role that students assumed during the service-learning project. As I discuss in the “Course Implementation” section, the service-learning project was ultimately designed and implemented by the students. They recognized, sometimes painfully, that their success in SPCM 1011H transcended a course grade and depended in large part on the success of Marshall Middle students in completing a public speaking assignment.

III. Course Implementation

Class Meetings

The implementation of SPCM 1011H occurred during three interrelated stages: class meetings, service-learning visits, and in-class speech assignments. All these stages, though, were focused on service-learning and the theme of educational opportunity. In particular, class meetings operated as the staging ground for service-learning work and students' in-class speeches. The class met twice a week on Tuesdays and Thursdays for 75-minute sessions. I created detailed weekly plans that divided most meetings between discussions of public speaking concepts, planning for service-learning visits, and planning for speaking assignments (see [Appendix H](#)). My foremost concern during class meetings was to replace the traditional "sage on the stage" approach to instruction, where I became the ultimate authority in constructing and transmitting knowledge. Critical pedagogy is inherently pedagogy of action, both inside and outside the classroom. My initial task was to replace the "transmission mode of pedagogy" with a class session that encouraged students to "challenge, engage, and question the form and substance of the learning process" (Giroux, [Theory 202](#)).

I established this pattern on the first day of class, as students participated in the "course design" exercise that I described earlier in this portfolio. On subsequent meetings, I used two strategies to activate student voices. The first strategy was the staging of in-class writing sessions where students responded to questions that were related to educational opportunity issues and then discussed their opinions with each other. The first of these happened on the second day of class. Students responded to the following prompt:

Write a brief story about a time that your cultural identity affected (in some way) the educational opportunities you received. Be specific about what happened, how you reacted, and how it affected your perspective on cultural identity and education.

Working in pairs, students told their narratives to each other. Next, we formed a circle, and I requested that a few students share their experiences. Because I had planned to introduce the course syllabus and the service-learning project, I told the class that we would have time for only a few responses.

Instead, after a few students shared their narratives, students began taking turns. It became apparent that the group felt obligated (perhaps to each other) to share their educational experiences. One student disclosed that she felt belittled when her high school yearbook editor assigned her to write a story on the minority club because she was the token minority on the staff. Another student explained that she felt as if she needed to prove her worth during a summer institute for high academic achievers because she was one of the few African-American females in attendance. In contrast, another student reported that she believed her African-American identity was a key reason that she received certain academic scholarships. She explained, "I'm okay with that." At the

close of the discussion, I felt compelled to offer my narrative, which reflected on how my whiteness and middle-class upbringing affected my outlook on schooling.

This exercise served an important and surprising function for the SPCM 1011H students. Though I intended the writing prompt to serve as an introduction to the course theme of educational opportunity, students seemed to respond to it as a team-building exercise. As students offered their narratives, they also provided detailed introductions for themselves. The exercise allowed students and me to view each other as individuals with particular cultural identities and specific educational experiences. As it relates to critical pedagogy, the exercise also responded to Giroux's directive that students "speak with their own voices" and "authenticate their own experiences" (Theory 203).

Prior to the final class meeting of the semester, I struggled to create closure on the service-learning project that students had just completed. I was apprehensive about locating an appropriate way to debrief the students' personal and often emotional experiences with the project. I finally opted for a brief writing exercise that privileged students' voices. Students responded to the following prompt: "Write about an image that comes to mind from this semester's course. Describe the image that stays in your mind in as vivid detail as possible." The varied responses that students reported during our roundtable discussion illustrated how personal the project and course became for them. One student listed the personalities of the students with whom she worked: "vibrant, quiet, inquisitive, need uplifting, need praise, need encouragement, need challenge/challenger and moral assistance."

Another student commented on her revised view of public speaking: "Over [the] course of semester, I now see utilizing public speaking as a way to fulfill my duties/commitment to society as a whole within my career. [I'm] interested in health and medicine. Often times I think about how I could use public speaking within health and medicine especially since there is a greater emphasis on health disparities." The final student to explain her image of the course offered the sort of closure I imagined. She fittingly summarized the classroom climate and its impact on the service-learning project:

Really when I think of this course, I think of how the class was so effective due to the communication and bond between the students and instructor. I picture how we are sitting now—the close-knit circle atmosphere where we're able to laugh, discuss, brainstorm, and relate. Of course I vividly picture all of the Marshall events and visits that we've had, but more than that, I picture our "de-briefing" sessions where we've been able to let out our frustrations about the middle-schoolers non-progress! It's the comfortable atmosphere that makes it easy to come to SPCM 1011. Even when the workload gets a little overwhelming, the support from peers and teacher makes a world of difference.

The second strategy that helped to activate student voices was using roundtable discussions to make sense of the public speaking concepts that students read about in the textbook. This strategy created links between discussions of course concepts, the service-

learning project, and in-class speaking assignments. According to the course prerequisites, students enrolled in SPCM 1011H were supposed to have previous public speaking experience. (I actually allowed several students into the class who did not have extensive public speaking backgrounds because I was concerned about course enrollment numbers during the first semester it was offered.) With the expectation that SPCM 1011H students were comfortable and experienced with public speaking, I revised the reading load. Rather than require students to read every chapter in the textbook, I focused on particular pages that were relevant to a given speech assignment or their service-learning work at Marshall Middle. To guide their reading, I distributed journal/discussion questions (see [Appendix I](#)) for students to answer during in-class discussions and within their course reflection journal.

During the third week of the course, we discussed the definition of culture offered in the course textbook. The discussion questions for the assigned reading included the following:

1. Culture: In pages 22-27, Lucas is primarily concerned with how speakers adapt to the cultural differences b/w themselves and their audiences.

Can you identify cultural differences you expect to encounter with your audience at Marshall? Can you identify specific behaviors that will respect and adapt to those differences during your SL visits?

2. Ethnocentrism: refers to the belief that one's own culture or group is superior to all others.

What are possible positive effects of ethnocentrism? What are possible negative effects of ethnocentrism? Discuss possible cases of ethnocentrism that may arise as you work with Marshall students? That is, which parts of your cultural identity/experience might you privilege over the students' cultural identity/experience? (e.g. social class; private vs. public school; suburb vs. inner city; occupation and career ambitions)

During this discussion, we constructed a list of cultural differences that students may experience when visiting Marshall Middle. A student offered her perception of the poor quality of New Orleans education. She suggested that Xavier students may perceive the educational quality differently than do Marshall Middle students. Another student described the language barriers she encounters in New Orleans. We talked generally—and then very specifically—about the dialects and language structures used in New Orleans. Students discussed the relationship between spoken language and perceptions of a person's educational level. We eventually considered specific behaviors that students could use during their service-learning visits that adapted to the cultural differences they described.

By allowing students to explain their understanding of the assigned reading, the course assumed a seminar-like identity. During our meetings, I assumed that students already understood the concepts they were assigned to read. Rather than spend time discussing the definitions and explicit examples of each concept, we moved more quickly to application of these concepts. This was seen in the example described above where students created their own examples for the significance of cultural differences during public speaking events. By connecting the concepts of cultural identity and ethnocentrism to the service-learning project, students both contextualized course material and prepared themselves for their work at Marshall Middle.

Another goal of the discussion strategy was to create a collaborative context for working on students' speaking assignments. Rather than lecture on all the necessary ingredients of each speech, I assumed that students would engage in a discussion about applying the concepts from assigned readings to the particular assignment. During the twelfth week of the semester, for example, we discussed persuasive speaking in relation to students' final speaking assignment. Dr. Brown attended this class session to provide feedback in relation to the critical pedagogy themes I targeted throughout the course. The session began with a free-write exercise during which students responded to the following question: "Is education in the United States an equal opportunity enterprise? Offer examples/opinions for your opinion." The goal of the free-write was to encourage students to consider possible topics for their final speech assignment, a policy speech in which students argued for a solution to a particular education-related problem. After a brief discussion of students' responses, I asked students to free-write on policies based on the following prompt: "Imagine there are no financial, social, or legal restraints on you. Create a magic list of solutions that specifically fix the problems you mentioned in your earlier response." Next, we discussed how the problems that students identified might serve as topics for their policy speeches. Students collaborated on a sample speech outline that demonstrated the types of persuasive speech claims, organization patterns for persuasive speeches, and types of persuasive appeals.

During the discussion portion of this session, it became clear that most of the twelve students did not understand clearly the distinction between claims of fact, value, and policy. They also expressed confusion regarding the organization patterns for persuasive speeches. I interrupted our roundtable discussion to lecture on the definitions of each of these, while students provided examples. This session revealed a limitation of my commitment to student ownership and voice within SPCM 1011H. If students were to guide the classroom discussion and participate in a seminar-type session, they first needed clarity on course concepts. However, the SPCM 1011H students with limited public speaking experience often needed more clarification on the definitions of concepts prior to applying them to their speaking assignments. Dr. Brown noted that she too was unclear whether students connected course concepts to their public speaking assignments. She explained:

The only area where I have some concern regards the students' individual public speaking assignments. I did not get a good sense of their "broader" understanding of course material as it pertained to their persuasive

speeches. I feel that it may have been useful to spend a little more time discussing persuasive concepts (i.e. research, organizational patterns, etc.) and or the expectations and requirement for their individual assignments. (See [Appendix J](#))

Privileging students' voices was an effective strategy to motivate students to take ownership of the service-learning project. However, critical pedagogy's emphasis on students' constructing their personal meanings of course content became problematic in SPCM 1011H in cases where students had limited experience with the course content.

Service-Learning Visits

The service-learning project included eight meetings with Marshall Middle students and spanned from late January to mid-April. Every meeting occurred during the SPCM 1011H class session, 1:15 – 2:30 p.m., which concurred with the partnering Louisiana Studies class. The SPCM 1011H course worked in four groups of three students. Each SPCM 1011H group worked with seven or eight Marshall Middle students, and during service-learning visits, the groups always worked independently of each other. During two initial meetings at Marshall Middle, SPCM 1011H students introduced themselves, discussed the Brown vs. Board of Education court case, and gathered background information to help in their construction of a public speaking project. The third meeting occurred on Xavier's campus, as Marshall Middle students participated in an internet research workshop and an interviewing workshop. During the fourth, fifth, and six meetings at Marshall Middle, students worked on writing, organizing, and rehearsing their public speeches. The seventh and eighth meetings were devoted to presentation of the students' speeches. At the close of the eighth meeting, SPCM 1011H students delivered commemorative presentations to honor the Marshall Middle students.

The service-learning project emerged as the most obvious enactment of critical pedagogy during the course. While I arranged the partnership with Marshall Middle, introduced the focus on Brown vs. Board of Education, and designated the public speaking assignment all prior to students enrolling in SPCM 1011H, the students themselves took immediate control of the project. They researched and adapted the Brown vs. Board of Education case to the New Orleans community. They created a public speaking curriculum based on their own instruction in the SPCM 1011H course. They guided Marshall Middle students through historical study of school integration, taught them principles of public speaking, and mentored them in delivering in-class speeches. Once the service-learning project began in full earnest, my role transformed from SPCM 1011H instructor to service-learning facilitator. I arranged for transportation to Marshall Middle, communicated with the instructor at Marshall Middle (Jane Nix), and completed tasks that SPCM 1011H students requested for their project.

Giroux connects critical pedagogy with critical thinking ([Theory 202](#)). SPCM 1011H students encountered critical thinking challenges during every stage of their service-learning project. They created a public speaking assignment for Marshall Middle

students and prepared an assignment folder with incremental worksheets to help the students complete the assignment (see [Appendix K](#)). They created curricular plans prior to every site visit, wrote summaries after every visit, and maintained reflection journals that connected course concepts to their service-learning experience.

Each SPCM 1011H group was required to submit six curricular plans, one prior to each of the service-learning visits that prepared for the final speeches (see [Appendix L](#)). The curricular plans became the primary planning documents for the project. I offered a format and general goals for every plan, but students developed their own group objectives, actions, and assessment strategies. Prior to the first visit, for example, all groups focused on introductions and creating a productive group climate. However, the means by which the groups achieved these goals varied. One group devised a “name game” that asked students to say their name and one of their personality traits that begins with the same letter as the first letter of their names. Another group asked students to deliver an introduction that compared themselves to an animal.

During the initial service-learning visits, curricular plans were generally detailed and included contingency activities in case students worked faster or slower than expected. Later in the semester, however, as the deadline for the speech presentations approached, two of the four groups tended to abbreviate their plans. They included only a limited description of their planned tasks. While assessment strategies were clearly explained in early curricular plans, they became less pronounced near the end of the project. One reason for this shift was readily apparent: SPCM 1011H students adjusted their service-learning work to individual Marshall Middle students during site visits. While some students consistently followed speech deadlines, others needed more in-class guidance from SPCM 1011H mentors. Nix reported that the curricular plans were effective instructional tools: “The lesson plans that the Xavier students created were good. These students really do not have any experience creating lesson plans, and they did a great job.”

Following every visit, SPCM 1011H students submitted individual site visit summaries of their service-learning work (see [Appendix M](#)). These one-page summaries accounted for their personal contribution to their group’s activity with Marshall Middle and became the key reflection instrument used throughout the project. Although students did not connect their service-learning work to course concepts in these reflections, they did use them to assess their group’s progress and to revise their future plans. I was able to get a clear sense of how SPCM 1011H students reacted to Marshall Middle students, the successes and failures of respective groups, and the persistent obstacles that I needed to address as facilitator. One SPCM 1011H student described the summaries as a way to document her students’ progression through the assignment:

In these presentations, I was able to express my feelings about each of the students. This was also a way to keep up with students’ progress. We had to write about each individual and their performance. The summaries were bettered if quotes and comments were put into them. If I was to go back through these, they would also display how my opinions changed

from my first impression to now. At the beginning I didn't think that they would be productive; now I know that they are very hard workers.

The significance of the site visit summaries became readily apparent during the final stages of the project, as we visited Marshall Middle several times in a two-week period. Because we had less time in-class to process and debrief the service-learning visits, I was able to monitor the students' experiences via the presentation summaries. In several cases, I observed successful strategies being implemented by one group that I shared with the other groups to help eliminate some of the obstacles they faced. For example, near the end of the project Group 1 divided their eight students into groups of three, each working with a SPCM 1011H student. This decision enabled Marshall Middle students to receive more individual attention as they organized and rehearsed their speeches. After observing this strategy during a site visit and reading about its apparent success in a summary, I recommended two other groups to adopt it in order to make more efficient use of their site visits. In this case, SPCM 1011H students not only taught the curriculum they developed, they also introduced effective pedagogical strategies for use within future service-learning projects.

After consulting with students regarding the workload for the semester, I altered the original reflection journal deadlines. I required two submissions of the reflection journal and assigned three possible due dates. Two of the due dates occurred during the service-learning project (early March and early April). The final due date at the close of the project was a mandatory deadline for all students. The reflection journals were intended as an ongoing record of students' experience within the course. I asked students to post at least one journal entry every week and to respond to every service-learning visit. To facilitate the connection between the service-learning project and public speaking concepts, I asked students to respond within their journals to selected questions that I distributed for in-class discussions (see [Appendix N](#)).

The reflection journals met with mixed success. In the most effective cases, students maintained ongoing, detailed reflection of their course experiences. In such cases, students varied their responses between explanations of how they used a given public speaking concept during their service-learning visits, discussion of their emotions related to the project, and reflection on various educational opportunity issues. By far, the most detailed responses related to school integration and the impact of race on education. Several students used the journal to develop their ideas about the current state of integration in the United States' public schools. Others reflected on their K-12 schooling experience and asked broad questions about social justice.

The journal assignment was less effective in prompting students to make critical connections between public speaking principles and their service-learning work. While students did respond to journal prompts that made such connections, the responses provided far fewer examples than did their personal explorations of educational opportunity. A possible explanation for this weakness comes from the overlap between the required site visit summaries and the reflection journals. Students often repeated statements from their summaries within their journals. The site visit summaries may

have been a more effective tool for connecting course concepts to service-learning because they were due soon after the site visit, allowing students to remember specific public speaking concepts that they practiced or taught. The reflection journal may be more useful in the future as a less formal and more personal collection of students' thoughts related to the course theme (e.g. educational opportunity). Another strategy may be to combine the site visit summaries with the reflection journal so that students both describe their service-learning work and make explicit connections to course concepts.

Speech Assignments

SPCM 1011H students delivered three in-class speeches during the course, as well as group commemorative presentations at the conclusion of the service-learning project. As I described earlier, all the speeches connected to the service-learning theme of educational opportunity. Because SPCM 1011H is an honors course, I spent less time on explicit public speaking instruction and more time on exploring public speaking as agency within the Marshall Middle community. This decision was based on the identity of the course, as well as my expectation of students' past public speaking experiences. The result, however, was that students indicated a need for more traditional lecture and explicit instruction on preparing their speeches. While students made personal and unique connections to the theme of educational opportunity within their speeches, much of their speech preparation was self-guided. As I focused on adopting a critical pedagogy within our class meetings, students cooperated and participated as collaborative partners. But they also requested more time in-class to discuss the mechanics of speech preparation and organization.

The narrative speech, which asked students to describe how their cultural identity influenced their educational experiences, contributed to a collaborative, personal classroom context. The speech was scheduled during the first third of the semester and incorporated two elements that the Marshall Middle students were required to use in their speeches: an interview source and an outside research source. These sources were woven into the SPCM 1011H students' personal narratives. By completing this speech, students had a more concrete understanding of how to instruct their Marshall Middle group members in completing the service-learning speech assignment.

Rather than fixate on race, students described their cultural identities in terms of social class, nationality, gender, and ethnicity. The result was an emotionally powerful mix of personal stories, oral histories of family members, and connections to contemporary obstacles to educational equality (see [“Narrative Speech Outlines” in Appendix O](#)). One student opened her speech with the words of the Wolof people of West Africa and then related the impact that her father's immigration experience had on her perception of education. Another student connected her experience as a minority within a school system to that of her father, before describing the resegregation of American public schools. After evaluating and grading the speeches, I wrote a response to the speeches in an attempt to recognize the contribution they made toward a collaborative classroom climate. I responded personally to the speeches:

My first—and most personal—reaction to all your speeches last week was an emotional one. I wasn't ready to react on a personal level, even though I asked you to talk about personal experience. Somehow I entered the room as critic first, class participant second. That all changed very quickly. Dominique opened the round of speeches by recalling her grandfather's advice. My grandfather also valued education. He was, in several ways, very privileged. His parents—my great-grandparents—immigrated from Lebanon to Austin, Texas in the early 1900s. I never received the impression they were well off, but I never once heard stories of struggle, financial hardship, social isolation, discrimination. The son of immigrants, my grandfather earned a bachelor's degree from the University of Texas in journalism. He edited the campus newspaper. He studied for and passed the state bar exam in law, but never practiced. He created his own political consulting firm and did polling for Lyndon B. Johnson and JFK.

My point? Your speeches—all of them—affected me in specific ways. The example above (my brainstorm about my grandfather and education) emerged from Dominique's speech. Eventually that brainstorm turned to questions of privilege, culture, and education. Eventually I interrogated my experience as white male, my experience in the American education system in relation to your experiences in that same system. (see [Appendix P](#))

The informative speech assignment was designed to give the students background information on the historical context of the 1960 New Orleans Public School integration. By considering the story told by significant places in civil rights era New Orleans, SPCM 1011H students were able to provide stronger contextual information to their Marshall Middle groups during the service-learning work. Topics for this speech continued to reflect students' unique interests and identities (see [“Informative Speech Outlines” in Appendix O](#)). One student focused on segregation within New Orleans' Catholic churches and schools. After corresponding with a family friend who was raised in New Orleans, the student researched the integration of Catholic institutions in the city, as well as the ongoing segregation she observes in both city churches and parochial schools. Another student informed the audience about lynching in the South as well as New Orleans' anti-lynching campaign.

The persuasive speech was a capstone of sorts. I asked students to identify an obstacle to educational opportunity in the United States and to argue for a policy that eliminates this problem (see [“Persuasive Speech Outlines” in Appendix O](#)). Students delivered speeches during the final exam period. Prior to the speeches, I delivered a response to the SPCM 1011H course that I intended as a commemoration of the students' work (see [Appendix Q](#)). I believe that students contributed to the course and service-learning project as partners. They were active collaborators in constructing the project, and their commitment to the course was difficult to measure in terms of grades. My

response, I hoped, was a means by which to tell students how I experienced the course as a partner, rather than as a teacher. I offered a personal message to each student, relating what I learned from their individual work during the semester.

What has changed as a result of our work? I've already asked you to answer that question by writing summary after summary and journal entry after journal entry. But I have not yet answered that question myself, at least not publicly. As a way to introduce our final day of speeches, I'll answer the question now: "What has changed as a result of our work?"

Put simply, I learned.

[] reminded me that all public speaking depends on language and the delivery of that language. "Language shapes thought, and to expand, language creates ideas."

[] called my attention to the irony of children, especially black children, clamoring for the back seat on the field trip bus, when just fifty years earlier their grandmothers and grandfathers had no choice in seat selection.

When [] held up a magnifying glass to the Bridges' 9th ward household and showed it as a place that tells the true Ruby Bridges story, I began to look at integration and segregation more closely as family issues.

[]'s uncovering of segregation in Catholic churches made me consider how my regular practices (attending Mass with my Catholic wife and kids) either uphold or resist ongoing segregation in our society.

"Two, four, six, eight, we don't want to integrate." []'s shocking reenactment of the "Cheerleaders" who protested outside of William Frantz in 1960 inspired me to take up a new research area: the ways that whites performed (and continue to perform) their racist, segregationist views.

[]'s dive into historical archives and primary sources taught me about how the inhumane practice of lynching was resisted in New Orleans and how lynching laws are still in use today.

I've lived in Louisiana for eight years now, and I've listened carefully to the narratives that emerge from its cities, towns, and outlying areas. []'s vivid description and critique of Church Point's race relations taught me about the persistence of struggles for "true" social integration. . . .

To summarize, this time more simply, I learned from you.

IV. Conclusions

Service-Learning Evaluation

The service-learning project contained specific objectives for both SPCM 1011H and Marshall Middle students. SPCM 1011H students were to demonstrate the efficacy of using public speaking as agency within a community setting. As I explained earlier, I used this course objective as justification for critical pedagogy. As a case of critical pedagogy, the service-learning project allowed SPCM 1011H students to take ownership of the course, recognize possibilities for change within a given community, and take direct action within that community. I documented the outcomes for each of these objectives in the “Course Design” and “Course Implementation” sections of the portfolio. Data from SPCM 1011H student surveys was not available by the completion of this portfolio, though the survey instrument is included in the Appendices section (see [Appendix T](#)).

The project asked Marshall Middle students to: (a) fulfill the state’s “Grade Level Expectations” for seventh grade Louisiana Studies students; (b) comprehend the significance of Brown vs. Board of Education within their New Orleans community; and (c) deliver a speech that explained a significant person, event, or place related to the integration of New Orleans schools. These objectives can be measured by examining results compiled from surveys completed by Marshall Middle instructor Jane Nix (see [Appendix R](#)) and the Marshall Middle students (see [Appendix S](#)). Nix listed seven correlating “Grade Level Expectations” that the project fulfilled. She explained, “The Benchmarks and Standards for the social studies at the middle school level tend to be broad and cover a lot of material. This project allowed the students to be active learners.”

The comprehension of school integration objective was successful, according to data collected from Marshall Middle students. Only 10 percent of participating students (3 of 29) did not understand the Brown vs. Board of Education court case more clearly after the service-learning project. Only 7 percent of participating students (2 of 29) could not identify important people, places, or actions that affected school integration in New Orleans. 79 percent of participating students (23 of 29) understood the difference between integration and segregation, while only one student reported a lack of understanding.

The public speaking objective was also successful, according to Marshall Middle student surveys. 86 percent of participating students (25 of 29) believed that their work with Xavier students helped improve their public speaking skills. Only 14 percent of participating students (4 of 29) expressed a lack of confidence in their ability to deliver a public speech following the project. Nix agreed that the public speaking instruction was successful: “I think that the Xavier students did a fantastic job with their public speaking instructions. The students learned how to use their note cards effectively while making their speeches. The practice session was especially helpful.”

Marshall Middle students reported a high level of satisfaction with the project, particularly in their collaboration with Xavier students. 90 percent of participants (26 of

29) enjoyed participating in the service-learning project, and 97 percent of participants (28 of 29) believed that SPCM 1011H students cared about the results of the speech project. The most frequent response to an open-ended question about what students enjoyed about the service-learning project was working with students from Xavier. Nix reported overall satisfaction as well. She indicated that she would agree to participate in a similar future project, claiming that she was able to “give my students experiences outside the classroom using challenging but meaningful lessons.” She observed:

The public speaking assignment was appropriate for my students. The historical figures chosen for research appealed to my students. Even though they were nervous or just really scared, they all presented their speeches. . . . This project allowed the students to research a part of their history using oral history. Visiting Xavier and interviewing Mrs. Morial and Dr. Hale were great experiences for these children. They have not had an opportunity to do anything like this before. Giving my students pointers on how to give a speech will help them in future presentations. The entire project exposed my students to new experiences. The students enjoyed the project.

Throughout the project, SPCM 1011H students described their successes and failures within onsite summaries and journal entries. On a number of occasions, SPCM 1011H students reported both emotional satisfaction with the relationships they created with Marshall Middle students, as well as general confidence that the project accomplished its objectives. Following the second site visit, for example, a SPCM 1011H student wrote,

The more and more I go to Marshall, the happier I am to be in this class. To start it off, the welcome the class gave us . . . was pretty cool. . . . Getting back into the van, I knew that I could not let these kids just sit here and float by in school. So this project . . . is now more than ever my motivation to get these kids to be motivated for themselves, and to take advantage of their education.

Another student reflected on all that her group had accomplished prior to the Marshall Middle student speeches.

It is obvious that we are well on our way to a beneficial and successful presentation day. The students were a little restless during this session because they did not look forward to presenting their speech in front of their peers. It was obvious from [] and []’s continual distractions during the class period that this class project was not a huge concern. This did bother me a little, but I also know that this is the first time this project has been carried out. From this experience we have learned what is needed in order for this project to reach the fullest potential for the group leaders and members. This project is important because it is a reconnection between to [sic] weakly bonded generations. As time progresses the understanding

of our ancestors unwavering strength to overcome the struggles of a subjective society is diluted. Kids need to know the importance of education as a tool to recalibrate society's viewpoints on all races. If we blind ourselves from the truth of the past then history's mistakes will haunt our future.

Several SPCM 1011H students claimed that the most meaningful moment of the project occurred when the Marshall Middle students delivered their final speeches. One student wrote, "I learned that regardless of the school's resources, students who want to learn will make do with what they have and strive for success."

Recommendations

After reviewing feedback from SPCM 1011H students, as well as the results of the Marshall Middle student surveys and Nix's evaluation, I recommend several changes for future versions of SPCM 1011H. The most significant change regarding the service-learning project should be greater preparation of the project description and assignments prior to site visits. SPCM 1011H students essentially created the public speaking assignment as the project developed. While this was an intentional decision I made to encourage students to take ownership of the course, it also resulted in some confusion and hasty decisions during the final stages of the project. Rather than reduce student ownership of the course, I suggest constructing more defined parameters for the public speaking assignment that SPCM 1011H students teach. Although the entire curriculum cannot be created prior to meeting with Marshall Middle students, it would be helpful to have a more developed plan for implementing the service-learning project. Specific tasks to be completed prior to site visits include: creating worksheets that Marshall Middle students complete during the site visits; assigning a pool of speech topics to each Marshall group to reduce time spent on topic selection; and assigning specific websites to be searched during the Xavier fieldtrip to reduce time spent on web searches. Rather than stretching the site visits across an entire semester, it may also be useful to select an isolated period within the semester to reduce the time between each visit.

The service-learning project would also benefit if a closer connection were created between the site instructor and the SPCM 1011H class. Nix suggested meeting with Xavier students prior to their site visits to Marshall Middle. This may clarify the expectations that both Nix and SPCM 1011H students have for the project. A specific point that needs clarification is whether the worksheets and speaking assignments that SPCM 1011H students give to Marshall Middle students are collected and graded by Nix. By connecting the class requirements with the service-learning project requirements, Marshall Middle students may respond more promptly to the various project deadlines.

In future semesters, the critical pedagogy theory that I applied to SPCM 1011H should be made more explicit. While I briefly discussed issues related to critical pedagogy with students on the first day of class, I did not make these explicit to them. One way to improve student ownership and collaboration within the course is to frame the course as a concrete opportunity for social critique (of the selected course theme) and

social action (via the service-learning project). Several class sessions early in the semester may be set aside to address the use of critical pedagogy in the SPCM 1011H course.

Another change to the SPCM 1011H concerns the time dedicated to public speaking instruction. In future semesters, the instructor should conduct an early assessment of students' public speaking experiences and skills. While students enrolled in the course are required to have previous public speaking experience, it's important that the course be adapted to the students' competence. That is, rather than bypass some of the basic principles of researching, organizing, or delivering a speech, the instructor should cover all basic principles but adapt them to the advanced level of enrolled students. A more equitable balance between service-learning work and public speaking instruction is also needed during class sessions.

Finally, the course assignments used to assess SPCM 1011H students' learning during the service-learning project need minor revision. The curricular plans worked extremely well to prepare students for each site visit. The onsite summaries also were effective as students reflected on their experiences following each visit. However, the reflection journal needs more structure in guiding students to connect specific course concepts to their service-learning experiences. Possible ideas for the reflection journal include fusing the onsite summaries into the journal and requiring several types of journal entries throughout the semester (e.g. thick description of a site visit; affective response to a site visit; cognitive connection between course concepts and a site visit). Another possible change is to set aside one site visit for SPCM 1011H student speeches that are adapted to the Marshall Middle audience. These speeches could be adapted from an earlier SPCM 1011H in-class speech and be evaluated again to reflect students' ability to adapt to their audiences. The speeches would then be used as an assessment tool and a model for Marshall Middle students.

Portfolio Reflection

One of my first written contributions to this course portfolio was a draft of my teaching philosophy. In it, I traced my reactions to the phrase "to teach." In retrospect, this entire project investigates, challenges, and revises my earlier understanding of what it means to teach. On a theoretical level, I have for some time upheld and argued the significance of critical pedagogy as the framework for my teaching philosophy. Prior to this course portfolio project, however, I had never systematically analyzed my classroom teaching practices in light of my stated theoretical philosophy.

As I stated earlier, my portfolio fieldwork investigated the utility of doing service-learning within the theoretical frame of critical pedagogy. In that sense, I used SPCM 1011H as an experiment to study critical pedagogy within the context of service-learning. What I learned in completing the portfolio, though, is that service-learning is itself an ongoing experiment. Service-learning requires its own pedagogy, regardless of whether that pedagogy is infused with critical theory. It's possible that critical pedagogy always already intersects with service-learning because both are concerned with civic

engagement and the construction of a public good. The pedagogy required by service-learning is malleable, responsive to its socio-cultural context and participants. Service-learning requires an instructor willing to shed the professorial role for that of the facilitator. Students ultimately carry out service-learning and, therefore, author and own any such project. Student voices carry tremendous weight, yet the facilitator has equally significant influence in setting boundaries and requirements for the service-learning project.

As critical pedagogy, service-learning demands that an instructor/facilitator creates opportunities for active social critique. In the case of SPCM 1011H, the critique focused on issues related to the Brown vs. Board of Education decision. As the instructor/facilitator for SPCM 1011H, I encountered the challenge of creating these opportunities at the same time I was rethinking my fundamental approach to pedagogy. The course portfolio community largely advocated instruction that privileges student voices. Already situated within critical pedagogy, my teaching philosophy fit the community's norms. The most significant and personal outcome of the portfolio process, then, was my first-hand experience with analyzing my teaching philosophy via scholarly methods.

V. Bibliography

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Appendix A: Research Consent Forms

Research Consent Form

Title of Research: Service-Learning as Critical Pedagogy

Researcher:

Dr. Ross Louis
Xavier University
Box 93C
New Orleans, LA 70125
(504) 520-5103
rmlouis@xula.edu

I understand that by enrolling and participating in the SPCM 1011H: Fundamentals of Public Speaking (Honors) course, I will also be participating in a research study that focuses on the teaching of the course and the development of the course's service learning project. I understand that the researcher (the instructor of SPCM 1011H) will maintain a journal on class activities and retain copies of student work to serve as data for this project. I have been informed as to the nature of this research, and I understand that my identity will not be revealed without my permission in any publication or presentation of this research. I understand that I have the opportunity to ask questions prior to the start of the research and after my participation is complete.

Participant's Signature

Date

Participant's Name (Print)

Research Consent Form

Title of Research: Service-Learning as Critical Pedagogy

Researcher:
Dr. Ross Louis
Xavier University
Box 93C
New Orleans, LA 70125
(504) 520-5103
rmlouis@xula.edu

I understand that my child's class project on public speaking in Mrs. Jane Nix's seventh grade Louisiana Studies class at Thurgood Marshall Middle School will partner with Xavier University students. The project will be guided by Xavier students enrolled in Dr. Ross Louis' honors public speaking course. I understand that Dr. Louis will collect information from the class project to use in a research study about using community partnerships to teach college courses. I understand that Dr. Louis will maintain a journal on class activities and may retain copies of student work to serve as data for this project. I understand that my child's identity will not be revealed without my permission in any publication or presentation of this research. I understand that I have the opportunity to ask questions prior to the start of the research and after my child's participation is complete.

Parent's Signature

Date

Parent's Name (Print)

Student's Name (Print)

Photography/Filming Consent Form

My child is participating in a project in his/her seventh-grade Louisiana Studies class at Thurgood Marshall Middle School that partners with Xavier University. To document this partnership, photographs or video recordings of my student's class may be made during the Spring 2004 semester. The photos/videos may be used at either Xavier University or Thurgood Marshall to document the project. The photos/videos may also be used to promote the project in campus publications and/or local media outlets.

I DO _____ DO NOT _____ give my permission to include my child in photographs and video recordings.

Parent's Signature/Name

Date

Student's Name

Appendix B: Communicating Common Ground Initiative

Communicating Common Ground

A Service-Learning Initiative of the National Communication Association

Our History, Our Goals, Our Mission

In 1999 the National Communication Association embarked on a comprehensive effort to create a more engaged communication discipline: fostering research and teaching addressing the most pressing public problems at the dawn of the 21st century. Advancing the communication discipline's role in reducing prejudice and hateful acts based on racial, ethnic, religious, and other human differences and increasing society's ability embrace the opportunities of diversity was, and is, a critical part of this effort. Toward that end, in 1999, NCA engaged the Southern Poverty Law Center, Campus Compact and the American Association for Higher Education as partners in Communicating Common Ground. CCG supports creation of local partnerships between college communication programs and communities to accomplish this goal. Thirty partnerships were created in August, 2000. Each year since a request for proposals is issued and new partnerships are added to the project.

Goals

A project of the National Communication Association, the Southern Poverty Law Center, Campus Compact, and the American Association for Higher Education, CCG teams faculty and students from college-level communication programs with P-12 schools and community groups to implement programs that foster respect for diversity and combat prejudice in communities across America. College faculty and students in partnership with community groups develop research and teaching programs designed to advance civic education, appreciation of diversity, and the creation of communities in which hate, hate speech and hate crimes are rejected as antithetical to the values of a strong democracy.

Mission

Communicating Common Ground has a four-pronged mission that reflects the interests of its sponsoring organizations:

- To educate people to the contributions of diversity to a strong democracy
- To foster engagement between higher education and P-12 education and between schools and communities
- To promote service-learning as an effective method for enhancing student learning and civic responsibility.
- To promote research that identifies ways to reduce prejudice and the problems it presents to a democracy.

Appendix C: SPCM 1011H Syllabus

SPCM 1011H: Fundamentals of Public Speaking (Honors)

(Fall 2003, 3 credit hours)

Section 01: Tu,Th 1:15 p.m.

Xavier South Room 208

Instructor: Dr. Ross Louis

Office: Xavier South, Room 535

Phone: 520-5103

E-Mail: rmlouis@xula.edu

Course website: blackboard.xula.edu

Office Hours: Mon., Wed., Fri.: 10 – 11 a.m.; 2 – 3 p.m. and by appointment

Tues., Thus.: 2:30 – 3:30 p.m. and by appointment

COURSE DESCRIPTION:

SPCM 1011H is a performance-based honors course that requires students to present several speeches. Major emphases are placed on preparation, organization, delivery, and the development of confidence and poise. Students will also participate in a service learning project within the New Orleans community.

PREREQUISITES:

1. ACT of 24 or SAT of 1090 or 3.0 high school GPA
2. Eligibility for or current/past enrollment in ENGL 1010
3. Earned grade of A or B in a high school public speaking course or demonstrate extensive public speaking experience as member of an extracurricular group.

COURSE OBJECTIVES:

After successfully completing SPCM 1011H, students should be able to:

- (1) research, develop, and organize ideas for oral presentations with ethical responsibility.
- (2) deliver speeches with a measure of poise and confidence.
- (3) present speeches extemporaneously-practiced and rehearsed but delivered from limited notes.
- (4) use the voice as a creative instrument in the communication process.
- (5) understand the roles of dialect within the English language.
- (6) give a rationale for the use of Standard American English in spoken language and be able to demonstrate this skill in a speech.
- (7) understand the relationship between agency and public speaking through participation in a service learning project with community partners.

TEXTBOOK:

Lucas, Stephen E. The Art of Public Speaking. 8th ed. New York: McGraw-Hill, 2004.

COURSE REQUIREMENTS:

You are expected to attend all regularly scheduled class meetings, read the assigned material from the text prior to coming to class, and participate in class discussions and exercises. In addition, you will be responsible for completing: three speeches, a service learning project, and a final exam.

Class Format: The Honors Public Speaking course relies on a heavy amount of student participation and ownership of course material. The course uses service learning to explore the usefulness of public speaking principles and to make connections between community agency and public speaking. The eventual outcome of this course, as well as what is produced within it, relies on an active collaboration between students and myself. Therefore, class sessions will vary between group discussions of reading assignments facilitated by students, lectures, application exercises, planning for service learning visits, visits to the service learning site, reflection on service learning visits, and formal speech presentations.

My approach to this course is based on the expectation that I will learn from and about you as you contribute to each class meeting. I also expect that you will learn from and about your peers during each meeting. All public speaking depends upon a speaker/audience relationship, and we will work specifically to build that relationship within our course.

Speeches: There will be three graded speeches assigned during the semester: a narrative speech, an informative speech, and a persuasive speech. You will receive a written evaluation for each prepared speech. All the speeches will connect to the service learning project at Thurgood Marshall Middle School and address the 2004 Spring theme of cultural identity and educational opportunity. The major criteria for grading are: organization and clarity of ideas, supporting materials, language, grammar, Standard American English pronunciation, vocal and physical delivery, originality and imagination, and adherence to time limits. Written preparation outlines are required for all speeches. All speeches will be delivered extemporaneously, with a speaking outline written on 4x6 note cards. You will receive specific instructions and grading criteria for every speaking assignment, available on the course Blackboard website.

Service Learning Project: Students will participate in a service learning project that involves a partnership with seventh grade Louisiana Studies students at Thurgood Marshall Middle School. The project will focus on the themes of cultural identity and educational opportunity with a case study of the Brown vs. Board of Education desegregation court case. During the SPCM 1011H class period, students will travel to Marshall Middle throughout the semester to lead the seventh grade students in a public speaking project that investigates their cultural identity in relation to educational opportunity. The project will be evaluated through several ongoing assignments: curricular plans, a reflection journal, and on-site presentation summaries.

Exams: A cumulative final exam will include a combination of multiple choice, true/false, short answer, essay, or matching questions. No makeup exams will be offered.

COURSE POLICIES:

Attendance: In accordance with Xavier University policy, attendance in this class is required and will be recorded daily. You will not be penalized for missing one day, but you will still be responsible for any lecture/discussion material covered during your absence. Xavier requires that students enrolled in 1000-level courses may not be absent more than twice the number of times the class meets per week without receiving a grade of “FE” (failure because of excessive absences). A “FE” grade will be assigned to students who miss five (5) or more meetings, including on-site service learning visits. No distinction will be made between “excused” and “unexcused” absences. The allowed absences include absences used for medical or personal reasons.

Tardiness and leaving class early are also discouraged. I will begin each class session on time, and I expect that you will be present and prepared. If you are tardy (more than 10 minutes late) or exit class early three (3) times, you will receive an absence.

In all cases, please let me know if you will be late, absent, or leaving early. Because we will be so heavily involved in collaborative work, it is important that I know who will be present during each meeting. Obviously, there are emergency situations that occur throughout the course of any semester. If you have an emergency and cannot attend class, please contact me ASAP. It will be the student’s responsibility to provide valid, written documentation in these cases. I will not accept documentation for emergency absences at the end of the semester. Waivers of Xavier’s “FE” policy are reserved for extreme cases only. Waivers are not allowed in cases where a student has already used his/her allowed absences and then becomes sick near the end of the semester.

Late and Makeup Policy: Speeches or assignments that are not delivered or turned in on the day they are assigned will be penalized 20 points. Late work will ONLY be accepted one class period late. Group facilitator assignments cannot be made up because they coincide with the course reading schedule.

Cell Phone Usage: Please turn off all cell phones prior to entering the classroom. Obviously, cell phones interrupt and interfere with student speeches. They also interfere with our regular class discussions and exercises. If you have specific and significant reasons to be contacted via cell phone during class, please talk to me to make arrangements.

Academic Integrity: Academic dishonesty, including any form of plagiarism and/or cheating, will not be permitted. DO NOT present a speech that you did not author. DO NOT present information without including accurate sources. I regularly investigate student sources cited within speeches; please be certain that you cite information accurately. Please be familiar with Xavier University’s academic dishonesty policy as well as the Honor System that are printed in the Student Handbook (available on the university website). All cases of academic dishonesty will be handled according to stated University policy. In all such cases, students will receive an “F” for the assignment, and a letter documenting the case will be sent to the student’s academic dean.

Students with disabilities: If you have a disability that may affect your work in this course and for which you may need special accommodation, contact a representative in the Office of Disability Services at 520-7315. After you receive documentation of your disability and the specific arrangements that you need, please meet with me during office hours to discuss the Accommodation Agreement form. It is imperative that you do this by the end of the second week of the semester.

GRADING:

Grade Weights: For the purposes of calculating your final grades in the course, the requirements will bear the following weights:

Speech 1: Narrative	15%
Speech 2: Informative	15%
Speech 3: Persuasive	15%
Service Learning Project	45%
<i>Reflection Journal:</i>	15%
<i>Curricular Plans:</i>	15%
<i>On-site Presentations</i>	15%
Final Exam	<u>10%</u>
	100%

Grading Scale and Explanation:

The following scale will determine your final grade:

A = 90 + B = 89-80 C = 79-70 D = 69-60 F = 59 or below

- A: Excellent work that far exceeds the minimum requirements for the course.
- B: Above average work that exceeds the minimum requirements for the course.
- C: Average work that meets the minimum requirements for the course.
- D: Below average work that meets some, but not all, of the minimum requirements for the course.
- F: Failing work that does not meet the minimum requirements for the course.

You may access your course grade at any time by consulting the course website on Blackboard. Use the “Weighted Total” score and divide by the number of possible points up to that date in the semester. After all grades have been posted to Blackboard, the “Weighted Total” score will display your final grade out of 100 possible points.

Grade Discussion Policy: Students are welcome to discuss the grade from particular assignments with me during my office hours or during a scheduled appointment. However, after receiving your grade and my comments, you must wait 24 hours before discussing the grade. I will discuss individual assignment grades with students for up to seven days after grades have been distributed.

Tentative Course Calendar: SPCM 1011H

** Subject to change **

January		
Week 1	T 13 W 14 Th 15	Course and student introductions <i>Final day for adding classes or changing sections</i> Introduction to Public Speaking (Rd. ch. 1) Introduction to Service Learning
Week 2	T 20 Th 22	Service Learning, Ethics and Public Speaking (Rd. ch. 2) Service Learning Orientation (w/ XULA Service Learning) Submit and Review curricular plan for 1/27
Week 3	T 27 Th 29	***Marshall Service Learning Visit: On-site orientation Debriefing session Selecting Speech Topics and Purposes (Rd. ch. 4)
February		
Week 4	T 3 Th 5	Audience Analysis (Rd. ch. 5) On-site Presentation Summary due for 1/27 Outlining (Rd. ch. 10)
Week 5	T 10 Th 12 Th-Sat. 12-14	SPEECH #1: NARRATIVE SPEECH #1: NARRATIVE <i>Speech Competency Exams</i>
Week 6	T 17 Th 19	Prepare On-site Service Learning Visit Submit and Review curricular plan for 2/19 visit ***Marshall Service Learning Visit: Introduce project, initiate student discussions
Week 7	T 24 Th 26	MARDI GRAS HOLIDAY—NO CLASS Informative Speaking (Rd. ch. 14) Debriefing session On-site Presentation Summary due for 2/19
March		
Week 8	T 2 Th 4	Research Methods & Evidence (Rd. chs. 6-7) Reflection Journal Due Organization of Intro, Body, Conclusion (Rd. chs. 8-9)
Week 9	T 9 Th 11	SPEECH #2: INFORMATIVE SPEECH #2: INFORMATIVE

Week 10	T 16 Th 18	Persuasive Speaking (Rd. ch. 15) Persuasion Methods (Rd. ch. 16) Prepare for Marshall 3/23-30 visits & Submit Service Learning Curricular Plan for 3/23; 3/25, and 3/30 visits
Week 11	T 23 Th 25	***Marshall Field Trip to Xavier: Research in Library ***Marshall Service Learning Visit: Presentation Work
Week 12	T 30 Th 1	***Marshall Service Learning Visit: Presentation Work Debriefing Session Reflection Journal Due
	April	
Week 13	T 6 Th 8	***Marshall Service Learning Visit: Student Presentations On-site Presentation Summaries Due for 3/23; 3/25; 3/30 EASTER HOLIDAY—NO CLASS
Week 14	T 13 Th 15 F 16 12 – 16	Language (Rd. ch. 11) ***Marshall Service Learning Visit: Student Presentations <i>Last day to petition a “W” in a course</i> <i>Early registration for Fall 2004 semester</i>
Week 15	T 20 Th 22 F 23	SPEECH #3: PERSUASIVE SPEECH #3: PERSUASIVE Last day to officially withdraw from Xavier
Week 16	T 27 W 28	QUIET DAY—NO CLASS Reflection Journal Due

FINAL EXAM: Monday, May 3 at 8:00 a.m. in Room 202

*** designates site visit to Thurgood Marshall Middle School. Arrive at transportation meeting spot at 12:55 p.m.

Appendix D: Service-Learning Assignment

SPCM 1011H Service Learning Project (Spring 2004)

“A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrating Subject (the teacher) and patient, listening objects (the students). The contents, whether values or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness.”

(Friere, Pedagogy of the Oppressed 72)

“Education is not only a function of books, but a function of experience and connecting what one reads with ongoing observations and experiences.”

(Coles, 1990, 164).

I. Service Learning

What is Service Learning?

Eads (1994) defines service learning as “. . . *students contributing their time and energy to identified community tasks, in the context of academic course-work that involves conscious reflection and intentional learning goals*” (35).

In service learning projects, students help meet the human, social, and environmental needs of their communities through planned projects. However, service learning is not merely community service. It is a teaching/learning strategy for any academic course. It asks students to study certain course concepts and then apply those concepts to a real world context. Service learning projects ask students to test their academic knowledge in a moral or ethical environment. Service learning projects ask students two important questions: “How does what you learned in class benefit the communities that live outside my university?” and “What does the outside world teach you about what you learned in this class?”

Another way to think about service learning is to call it a type of experiential learning. Experiential learning is the “method used to teach learners who are engaged in active, direct involvement with the phenomena they are studying” (Thorburn, 1990, 284). It works because it involves “direct contact. . . rather than merely thinking about an abstract encounter. . .” (Eads, 1994, 35). It engages students “in performing actions in a particular situation, observing the effects of that action, then understanding the general principles in operation because of the understanding of a particular experience, and finally applying the principles in new situations” (Anderson & Guest, 1994, 142).

Why use Service Learning in SPCM 1011H?

Usually, public speaking is viewed as a skills course. That is, students take the course to develop stronger public speaking skills and demonstrate those skills by giving in-class speeches. The rationale that many universities use to require a public speaking course for all students is that they will use public speaking skills at some point in their personal and professional lives.

So why do service learning in the public speaking course? Increasingly, public speaking classes do not have the time to explore the impact or effect that public speaking actually does have in outside-of-class contexts. There is simply not enough time for students to deliver four to five speeches and to research how their personal public speaking skills will affect people in the real world.

Enter service learning. Faculty who have used service learning believe that education should uphold two cardinal values:

- (a) personal responsibility for civic participation and
- (b) the University's responsibility to participate with the community to improve society.

SPCM 1011H attempts to fulfill these values by applying public speaking principles in Xavier's immediate community.

II. The Spring 2004 Service Learning Project

Distinction between SPCM 1010 and SPCM 1011H

SPCM 1011H has been specifically constructed in terms of a service-learning project. The primary distinction between SPCM 1011H (Fundamentals of Public Speaking—Honors) and SPCM 1010 (Fundamentals of Public Speaking) is the requirement of the service-learning project in the honors course.

National Partnership!

The Spring 2004 service learning project will also be linked with a national service learning program that focuses on issues of cultural diversity and tolerance. Xavier's Department of Communications has partnered with Communicating Common Ground, a national program that supports projects between college communication classes and K-12 community partners. All the Communicating Common Ground projects aim to increase awareness of cultural tolerance and decrease hate acts and hate speech. [ADD LINK](#)

Overview of the Project

Our class will partner with a seventh-grade Louisiana Studies class at Thurgood Marshall Middle School in New Orleans. Throughout the semester we will explore the themes of cultural identity and educational opportunity in the SPCM 1011H class by examining the Brown vs. Board of Education desegregation court case. We will also travel to Marshall Middle to lead a public speaking project on these themes with our seventh-grade partners. The service learning project will include at least six visits to Marshall and the hosting of a field trip to Xavier for the seventh grade students. SPCM 1011H students will prepare and deliver curricular plans that will guide

Marshall students through a public speaking assignment that address the project themes (cultural identity and educational opportunity). SPCM 1011H students will work in small groups (3-5) throughout the semester and will be assigned to groups of Marshall students (6-9). Our SPCM 1011H public speaking assignments will also focus on the project themes and will prepare students for their service learning visits to Marshall.

Connection between the service learning project and SPCM 1011H course goals

The service learning project accounts for 45% of your course grade. It also will be a way for you to demonstrate several course objectives. First, the project will address the course objective of “research, development, and organization of ideas with ethical responsibility.” As you travel to Marshall, you will encounter the “ethical responsibility” challenge as you deliver instruction and speeches to a seventh-grade audience. You must adapt your presentations to the Marshall students in relation to their norms and expectations.

Second, as you deliver your presentations to the Marshall students, you will be practicing a second relevant course objective: speaking “with a measure of poise and confidence.” The service-learning site represents real-world practice for projecting a confident persona that fit both the audience and the speaking occasion.

Third, the course objective of understanding “the relationship between agency and public speaking” will be addressed throughout the service-learning project as you test the usefulness of public speaking as a means of action. By reflecting in writing on how your service-learning project raised awareness about the themes of cultural identity and educational opportunity, you will explain the agency of public speaking.

Thurgood Marshall Middle School

According to the 2000 census, the city of New Orleans has a population of 484,674. When surrounding suburban cities are included, the population increases to over one million. 67 percent of New Orleans city residents are African-American, 27 percent are White, 3 percent are Hispanic, and 2 percent are Asian. The city’s public school system, however, is predominantly African-American. Census figures indicate that 93 percent of New Orleans Public School students are African-American.

New Orleans public schools are struggling academically, as indicated by the state of Louisiana’s accountability reports for 2002. The New Orleans school district was the second lowest performer in the state, with 64 percent of New Orleans schools receiving below average academic scores and another 24 percent receiving academically unacceptable scores. A specific example of New Orleans public school performance comes from eighth grade Social Studies scores during the 2002 statewide assessment cycle. 51 percent of New Orleans public school eighth-graders scored in the unacceptable range, and another 26 percent scored in the approaching basic range.

City and school officials have responded to the system's academic struggles through a wide range of educational initiatives such as mandating literacy instruction for middle school students, opening signature schools that focus on specific career paths or academic areas, and supporting City Wide Access Schools which serve as academic magnet programs.

Thurgood Marshall Middle School, located in the Mid-City area of New Orleans, is a City Wide Access School that emphasizes a comprehensive academic achievement. Marshall's student population mirrors the district's demographics, as 95 percent of its students are African-American and 82 percent qualify for free or reduced lunch. Since Louisiana has implemented its accountability program, Marshall has boosted its School Performance Score to less than three points below the state average. Attendance figures exceed both district and state averages, and the school's dropout rates are less than one percent.

Specific Project Tasks and Assignments

SPCM 1011H students will be responsible for designing and implementing a project that guides Marshall students through a public speaking assignment that addresses the themes of cultural identity, educational opportunity, and the Brown vs. Board of Education court case. The project will conclude with Marshall students delivering in-class speeches on the project themes.

Three important tasks will make up the service learning project: curricular plans, on-site presentations, and reflection journal entries.

Curricular plans will be due prior to every Marshall site visit and the Marshall field trip. These plans will detail your goals, actions, and assessment strategies for every meeting with Marshall students. See the Curricular Plan description and deadlines at the end of this document. (15% of course grade)

On-site presentations will consist of documentation of your interactions with Marshall students during group discussions, mini-lectures, on-site public speaking demonstrations, and mentoring. See the On-Site Presentation descriptions at the end of this document. (15% of course grade)

Reflection journal entries will occur throughout the semester. I will assign reflection journal prompts throughout the semester so that you may reflect on your thoughts and experiences with service learning. You will also write entries following all your visits to Marshall. You should also use the journal to record any ideas or reactions that you have throughout the semester. Record all your entries in a notebook that you use only for the SPCM 1011H Reflection Journal. See the Reflection Journal description and deadlines at the end of this document. (15% of course grade)

III. Service Learning Policies and Procedures

Attendance

You MUST attend all service learning site visits to Marshall Middle School, as well as the Marshall field trip to Xavier. You will be mentoring specific Marshall students; failure to attend ALL these sessions will result in a deduction of 5% from your final course grade. Please remember that your participation in this course and the service learning project involve an obligation to the Marshall students. As the project develops, relationships will be formed between Xavier and Marshall students. An important part of this project is respecting those relationships and committing to collaborative learning with your Marshall partners.

Our partnering Marshall class begins promptly at 1:15 and ends at 2 p.m. A Xavier van will transport students who do not have transportation to and from Marshall. On days scheduled for visits to Marshall, you must be at the arranged departure site at the scheduled time. I will announce this information as soon as it is available. We will return to Xavier in time for students who have 2:40 p.m. classes.

You should also consult the course syllabus regarding the University's FE policy and the course policy regarding tardiness and leaving late.

New Orleans Public School Background Check

In order to participate in this project, you must submit to a background check. This documentation is needed for any volunteer within the New Orleans Public School system. Xavier's Service Learning Office will complete the background checks during the first two weeks of the semester.

Service Learning Contracts

Xavier's Service Learning Office also requires a service learning contract to be completed by students and faculty participating in the project. You will complete the contract during the first few weeks of the semester.

Service Learning Orientation

During the second week of the semester, a representative from Xavier's Service Learning office will conduct an in-class orientation on service learning and all of Xavier's requirements.

Service Learning Assessments

Throughout the semester, I will ask that you complete surveys that ask you to assess your service learning experience. These surveys will help me evaluate the effectiveness of the course as well as our specific service learning project.

Service Learning Curricular Plans

Every group will be responsible for submitting a curricular plan that they will use for each meeting with their Marshall students. The curricular plans will correspond to specific stages of the service learning project and will direct the scheduled meeting with Marshall students. Group members will construct the curricular plans together and will receive a single grade for each curricular plan. Curricular plans account for 15% of your course grade (3% for each plan). I will post your final curricular plan grade on Blackboard at the end of the semester.

Requirements:

- Typed, single-space formatting, with any handouts attached.
- The curricular plans must respond to the general goal established for each Marshall visit (these are listed below).
- Organized into three distinct sections: Objectives; Actions; Assessment.
- Objectives section should begin with the following phrase: “After completing this group meeting, Marshall students should . . .” The section should list the objectives that the Marshall students should accomplish during the meeting.
- Actions section should include a detailed account of the activities you have planned for your Marshall visit. Each activity must be connected to a specific objective from the previous section. That is, after describing each activity, explain how it will fulfill one of the objectives you’ve established for the meeting. All activities should include a time estimate as well.
- Assessment section should include a detailed account of how you plan to assess/evaluate the degree to which Marshall students accomplished each of the planned objectives. Every objective should be evaluated, though you may use one assessment strategy to evaluate several objectives. Assessment strategies may include a survey, a short quiz, brief writing prompt, etc. that you administer near the end of your meeting (or that you request Mrs. Nix to administer).

Curricular Plan Due Date	Marshall Site Visit Date	General Goal for Meeting
Thursday, January 22	Tuesday, January 27	Introductions of Students; Create Collaborative Environment; Overview Project
Tuesday, February 17	Thursday, February 19	Discuss project assignment; Discuss public speaking basics and project themes
***Thursday, March 18	Tuesday, March 23	Internet research strategies; Interviewing strategies
***Thursday, March 18	Thursday, March 25	Organizing & writing the speech
***Thursday, March 18	Tuesday, March 30	Delivery of the speech

*** Note: The Curricular Plans for 3/23; 3/25; and 3/30 are all due on same date

On-Site Presentations

The on-site presentations refer to your actual interaction with Marshall students during on-site visits and the Xavier field trip. Rather than interfere with your groups as they meet at Marshall, I will evaluate the on-site presentations by reviewing summaries of the visits listed below. Every group member should complete and submit his/her own presentation summary.

Requirements:

- 1 page, typed, single-spaced summary
- Detailed account of the activities that you conducted during the meeting, including which group member performed each task
- Detailed account of the Marshall students' reactions to the activities
- The on-site presentation summaries account for 15% of your course grade (3% for each summary). I will post your final on-site presentation grade on Blackboard at the end of the semester.

Marshall Site Visit Date	Deadline for Presentation Summary
Tuesday, January 27	Tuesday, February 3
Thursday, February 19	Thursday, February 26
Tuesday, March 23	***Tuesday, April 6
Thursday, March 25	***Tuesday, April 6
Tuesday, March 30	***Tuesday, April 6

*** Note: On-Site Presentation Summaries for 3/23; 3/25; and 3/30 are all due on same date.

Reflection Journal

The Reflection Journal will be your personal account of thoughts, experiences, and reactions throughout the service learning project. There will be a number of reflection prompts or questions I will assign throughout the semester. In other cases, you should write entries in response to your thoughts and experiences with service learning. Bring your journal to every class meeting. Occasionally, I will ask you to do short writing exercises in-class, or you may choose to talk about an idea from your journal during our in-class discussions.

Requirements:

- A notebook dedicated to the reflection journal assignment should be used for all your entries.
- Your entries should reflect your personal reactions, experiences, and thoughts.
- Your entries should reflect your personal writing style; i.e. there is no requirement that you are formal with your entries. You may adopt an informal writing style, throw in quick fragments, doodle, add pictures, quotes, etc.
- Journal entries will be evaluated based on thoroughness, consistency of response to assigned reflections, and consistency of personal responses (unassigned). The journal accounts for 15% of your course grade and will be evaluated three times throughout the semester (5% for each evaluation).

Deadlines:

The journal will be collected and evaluated on these dates:

Tuesday, March 2

Thursday, April 1

Wednesday, April 28

Appendix E: Narrative Speech Assignment

NARRATIVE SPEECH ASSIGNMENT

“Stories are fundamental to human life and claim a universal, permanent appeal in their dramatic structure and form. Bedtime stories, news stories, biblical stories, jokes, novels, films—our interactions and entertainments frequently take the form of stories.”

(Michael Real, Exploring Media Culture)

You likely use narratives every day when talking to friends, family, and significant others. You tell stories about what happened at school, at work, at play. You tell stories to explain why you acted a particular way. You tell stories to defend yourself. You tell stories to express yourself. You tell stories to relate to others. Regardless of the terms you use, humans are fundamentally story-telling creatures. We use stories to make communication happen.

THE ASSIGNMENT

The focus of the narrative speech is stories about culture and educational opportunity. Specifically, you will analyze your own story, collect and consider a family member’s story, and incorporate an outside source that relates to cultural identity and educational opportunity. This assignment asks you to blend three texts into a single speech: your personal experience(s), the experiences of a family member that you interview, and information from a research source that offers a social context for the experiences you present.

Before compiling these texts, focus on three distinct tasks:

1. Identify a personal experience from your life that demonstrates how your cultural identity (race, gender, social class, religion, etc.) had some influence on your opportunity for education (e.g. how have you been privileged because of your culture? how have you been disadvantaged because of your culture? how has your culture influenced your educational choices?)
2. Collect a personal experience from a family member. Interview a family member about how cultural identity has influenced educational opportunity. Prepare a series of questions, focusing particularly on specific experiences/events that the family member recalls in detail. Try to isolate a single experience or connected events that you can tell as a narrative.
3. Locate an outside research text that provides a social context for the educational experiences you’ve collected. Examples may include an overview of how race/gender has impacted education in American society. Try to locate a journalistic account that explains your personal experience and/or the experience of your family member as a larger social phenomenon. That is, use the outside research text to connect your narrative accounts to the experiences of others in society/history.

The body of the narrative speech may be organized several different ways. You may tell your story first, followed by the family member's, and then close with the social context from the research text. You may combine your story with the family member's, followed by the research text. You may mix the research text into the narrative accounts. You may use the research information in the introduction of your speech. Other organization strategies may also work for this speech.

The goal of the speech—in terms of content—is to document your personal experience with educational opportunity based on your culture and compare that with a family member's experience and the larger social context.

CONNECTION TO SERVICE LEARNING PROJECT

All of your speeches this semester will connect to the service learning project in some way. The narrative speech will be a more sophisticated version of the speech assignment that you will prepare and teach to the Marshall Middle School class. That is, you will revise this assignment and ask Marshall students to investigate the cultural category of race and the educational opportunities that are/are not (and were/were not) available to them based on race. The outside research text that Marshall students will consider are sources dealing with Brown vs. Board of Education (and related desegregation court cases, particularly those dealing with New Orleans and Louisiana issues).

THE RULES

Include all the following within your narrative speech:

- 5-7 minutes in length (speeches that are significantly below or beyond the time limit will be penalized)
- 2 copies of a typed outline (prepare a full-sentence preparation outline and turn in prior to delivering your speech)
- a keyword speaker's outline on no more than 5 note cards (4x6 size) (turn in after delivering speech)
- an introduction (with attention-getter and preview)
- a conclusion (with concluding remarks and summary statement)
- inclusion of personal narrative, a family member's narrative, and one outside source
- extemporaneous delivery (carefully prepared, but not memorized or read) from note cards
- a works cited page that documents family member interview and outside source (MLA style)

DUE DATES

Tuesday, February 10 & Thursday, February 12. You will be assigned to one of these dates, and I will announce the assignments on Blackboard and in class.

Appendix F: Informative Speech Assignment

INFORMATIVE SPEECH ASSIGNMENT

“Then in my mind’s eye I see the bronze statue of the college Founder, the cold Father symbol, his hands outstretched in the breathtaking gesture of lifting a veil that flutters in hard, metallic folds above the face of a kneeling slave; and I am standing puzzled, unable to decide whether the veil is really being lifted, or lowered more firmly in place; whether I am witnessing a revelation or a more efficient blinding.”

from Ralph Ellison’s Invisible Man

In Ralph Ellison’s novel, the Invisible Man is haunted by place and objects. Numerous literary critics have interpreted Ellison’s novel as both a “coming of age” story and the story of race in the United States. In fact, the Invisible Man comes of age and struggles with the question of race by visiting places. All places hold meaning, both social and personal. All places tell stories.

THE ASSIGNMENT

The focus of the informative speech is the stories told by the places related to the civil rights movement in New Orleans. Specifically, you will select a place (or series of places) that has/have some significance to civil rights decisions in New Orleans. After viewing the “A House Divided” documentary, think about specific events you learned about. Then, consider selecting a place that will allow you to tell a portion of the New Orleans’ civil rights story.

Your goals should be to inform the audience of the story that relates to a civil rights place in New Orleans and to connect the story to our current state of affairs with race in New Orleans and/or the U.S.

Ideas include: districts/areas; schools; sites of integration struggles; sites that commemorate civil rights leaders; churches; gravesites; lunch counters; universities; public transportation sites; etc.

Developing an idea/topic for your informative speech can take a couple of directions:

- (a) consider one of the events you learned about in the “A House Divided” video or in your own research related to New Orleans civil rights actions. Then, ask yourself if there is a key place related to the event that could become the focus of your speech.
- (b) consider one of the people you learned about in the “A House Divided” video or in your own research. Then, ask yourself if there is a key place related to the person that could become the focus of your speech.

Once you have developed a topic, consider how you want to organize the body of your speech: topical, spatial, chronological, causal (see chapter 8 for definitions and examples of these). The main points of the speech will be organized according to one of these patterns OR a combination of these patterns.

Research sources for this speech may take the form of newspaper articles, historical documents, personal interviews, the “A House Divided” documentary, the archives within the XU Library (which holds all the materials used in creating the documentary plus plenty of material that was not used), websites, etc.

CONNECTION TO SERVICE LEARNING PROJECT

During your service learning visits to Marshall, you’ve been talking about what Brown vs. Board means to education today. After viewing “A House Divided,” it should be obvious that you cannot talk about integration, segregation, civil rights, or race in New Orleans without referring to events, people, and places. This assignment gives you the opportunity to study a specific place (and its related people/events) in detail so that you can be better informed of the New Orleans context in which the Marshall students live. Consider this assignment an opportunity to do background research on the places (and events and people) that have influenced the education system that you’re working in for the service learning project.

THE RULES

Include all the following within your narrative speech:

- 6-8 minutes in length (speeches that are significantly below or beyond the time limit will be penalized)
- 2 copies of a typed outline (prepare a full-sentence preparation outline and turn in both copies prior to delivering your speech)
- a minimum of five outside sources cited directly in speech and documented in outline (parenthetically) and on a works cited page
- a keyword speaker’s outline on no more than 6 note cards (4x6 size) (turn in after delivering speech)
- an introduction (with attention-getter and preview)
- a conclusion (with concluding remarks and summary statement)
- extemporaneous delivery (carefully prepared, but not memorized or read) from note cards
- a works cited page that documents five sources (MLA style)

Appendix G: Persuasive Speech Assignment

PERSUASIVE SPEECH ASSIGNMENT

A CLOSER LOOK AT PERSUASION

“Effective persuasion is not something that speakers do to listeners. Instead, it is engagement between a speaker and listeners” (Wood Communication in Our Lives).

“Persuasion is also not the same as coercion or force. . . . For instance, if you hold a gun to someone’s head and say, ‘Give me \$100 or I’ll shoot you,’ you may get the money. In that sense, you’ve been effective, although you may wind up in jail for breaking the law. However, you haven’t been artistic, and you haven’t engaged in persuasion. To do that, you would need to provide the other person with reasons that convince him or her to give you the money. You would use reasons and words to motivate—not force—the other to do what you want” (Wood Communication in Our Lives).

“Finally, persuasive impact usually is gradual, or incremental. Although sometimes people undergo rapid, radical changes, that’s the exception more than the rule. Usually, we move gradually toward new ideas, attitudes, and actions” (Wood, Communication in Our Lives).

THE ASSIGNMENT

For the final speech assignment, you will create and deliver a persuasive policy speech. Your goal is to persuade the audience to adopt a certain action or to believe that an action is necessary and should be carried out. The persuasive policy speech asks you to go beyond convincing your audience that a particular problem exists; it also proposes a solution to the problem.

Topics for the persuasive speech should focus on the course theme of educational opportunity. That is, your persuasive speeches should identify a problem that currently exists related to educational opportunity, prove that the problem exists and is not being handled effectively, and propose a feasible solution (policy) to the problem. Consider the topics that have come up throughout the semester in your speeches, in your journals, and in our in-class discussion. Almost all of your speeches have addressed issues of educational opportunity that still affect the education system in this country today.

Consider the ongoing relevance of integration, school funding, standardized testing, affirmative action, private vs. public schooling, busing, etc.

Here are the general steps to follow in completing this assignment. Refer to in-class discussions and assigned readings for information about each step.

1. Select a problem that addresses the theme of educational opportunity. In choosing a problem to address within your speech, be certain that it is a problem that:

- (a) your audience has, will, or can experience;
 - (b) there is some debate/controversy on how to solve the problem; and
 - (c) the problem has not already been solved.
2. Prepare a specific purpose and thesis statement (see chapter 4). The specific purpose statement should begin with “To persuade my audience that . . .” and conclude with the specific policy you will propose to fix a problem. The thesis statement should refer to the main points from the body of the speech (i.e. the main arguments you will make in support of your policy).
 3. Research and provide supporting materials to develop each of the main points identified within your thesis statement. The persuasive policy speech must be supported with sound evidence (at least seven outside sources)

You have two basic persuasive goals to accomplish in this assignment:

- (a) prove through solid evidence that a problem does exist and that it affects your audience in concrete ways;
- (b) prove through solid evidence that the best way to solve the problem is through your policy.

Be certain that you have detailed and accurate information about your sources: within a persuasive speech, the credibility of your sources affects your ability to persuade. (see chapter 6)

4. As you collect research material, consider persuasive ways of using the material in the body of the speech. For example, incorporate quotes, statistics, personal narratives, analogies, other people’s narratives. Do not rely on just one form of supporting material (e.g. only statistics or only dictionary definitions or only personal examples). Ask yourself how to make the best possible case in favor of your claims given the evidence you’ve found. (see chapter 7).
5. Organize the body of your speech according to one of the following organization patterns: problem-solution; problem-cause solution; comparative advantages; Monroe’s motivated sequence. (see chapter 15)
6. Prepare the attention getter and credibility statement for the introduction. The credibility statement is huge for the persuasive speech because it sets the stage for your competence and character prior to presenting all your evidence. Consider what you need to do to convince the audience you care about them, you’re interested in the topic, and you’re competent. (see chapter 9)
7. Prepare the summary statement and concluding remarks (concluding attention getter) for the conclusion. What is the last image you want your audience to have of you and your persuasive message? (see chapter 9).
8. Prepare your full-sentence, typed preparation outline (see chapter 10).

9. Prepare your keyword, speaker's outline on no more than 7 notecards (4x6). Don't forget to include quotes and statistics and source information so you can cite who the evidence came from.
10. Practice. You might consider practicing in front of an audience that you know holds the opposing view to get used to various points of view within an audience.

GUIDELINES

All of the following should be included within your persuasive speech:

- 6-8 minutes in length (speeches that are significantly below or beyond the time limit will be penalized)
- Two (2) copies of a typed, formal outline (prepare an outline that follows the instructions listed on the outline handout; turn in prior to delivering your speech)
- a typed Works Cited page that documents your outside sources (use MLA or APA style; see student CD that came with Lucas text for help; turn in prior to speech)
- an introduction that includes attention getter, credibility remarks, and thesis statement
- a body that is organized according to problem-solution; problem-cause-solution; comparative advantages; or Monroe's motivated sequence.
- a conclusion that includes summary statement and concluding remarks (conclusion attention getter)
- extemporaneous delivery (carefully prepared delivery from notecards)
- a keyword, speaker's outline on no more than 7 notecards (4x6) (turn in after delivering speech).
- a persuasive topic that addresses a problem you and your audience experience and argues for a specific policy to solve the problem
- a minimum of 7 documented sources (documented on the outline (parenthetically), listed on a works cited page, and stated within the speech itself)

Appendix H: Sample Weekly Plans

SPCM 1011H: Week 1 (1/13 & 1/15)

Tuesday, January 13

1. Course design exercise: Open with traditional handing out of syllabus and reading from it. STOP. Read quotes from top of SL Project by Freire and Coles. Ask students to work in groups of three to consider what might happen if these quotes influenced how SPCM 1011H was conducted. Create a 2-3 minute scene that demonstrates what the first day of class would look like if “narration sickness” was cured AND if education was also a function of “experience/ongoing observation.” Include room arrangement, types of interaction b/w teacher and students, and types of interaction b/w students. (30 minutes)
2. Discuss syllabus and service learning project
 - a. Define service learning
 - b. Explain connection b/w service learning and public speaking
 - c. Explain 2004 SL project (II. In SL project assignment)
 - d. Continue explaining syllabus(30 minutes)
3. Student/Faculty Introduction: Introduce self and explain (a) what motivated you to take the course; (b) a challenge you anticipate facing in this course. (15 minutes)
4. Narrative Writing Exercise: Write a brief about a time that your cultural identity affected (in some way) the educational opportunities you received. Be specific about what happened, how you reacted, how it affected your perspective on cultural identity and education.

*** Read chapter 1 (pgs. 17-27) in textbook; read and prepare questions re: Service Learning Project ***

Thursday, January 15

1. Speech Screenings in Room 505 (30 minutes)
2. Pair readings and discussions of narrative exercise from 1/13, followed by group discussion.
3. Complete review of SL project and course description. Respond to questions re: SL project.
4. Discuss Communication def., Public Speaking, and Culture.

SPCM 1011H: Week 7 (Mardi Gras & 2/26)

Thursday, February 26

1. Announcements: Due Dates Turn in 2/19 Summary Report; Tues. 3/2 Reflection Journal due—reminder re: previous journal prompts; 3/9 & 3/11 Informative Speeches; Festival of Scholars panel; View “A House Divided” ASAP; Narrative Speech Comments a few comments (5 minutes)
2. Debrief Marshall Visit 2/19: Group discussion (30 minutes)
 - (a) What worked well during your visit? (e.g. activities, discussion q’s, etc.)
 - (b) What did not work well during your visit?
 - (c) What questions/concerns did students in your group have about the assignment?
 - (d) What areas of public speaking do you think your group will need most help with?
 - (e) How did students in your group respond to discussion of Brown vs. Board, school integration, and New Orleans integration? What did they think? What did they understand/not understand?
 - (f) How did you assess the students in your group? (Focus on this for future visits)
3. Discuss SL Project Progress (20 minutes)
 - (a) Marshall Update Students to view “A House Divided” on March 4, next Thus.; I’ll deliver the information packets and deadlines to them next Wed. 3/3
 - (b) Information packet (decide on group responsibilities; due date: Tues. March 2)
 - (c) Deadlines for Marshall (decide on what they must complete & when; create a worksheet for them to complete and turn in to Mrs. Nix as grade; ideas: interview questions; response to “A House Divided” video;” topic idea for speech or interviewee)
 - (d) Schedule Revision Proposal (option (a) w/ no speech rehearsal date and practicum final exam OR option (b) w/ speech rehearsal date, reduced persuasive speech instruction and practicum final exam) Speech #3 moves to May 3 on Final Exam slot; Final exam will be a take-home essay prompt combined with planning the Marshall ceremony
4. Discuss Informative Speaking & Speeches (20 minutes)
 - (a) Informative Speaking definition and discussion question re: informing/persuading & discussion question re: audience task ** remind to think about discussion question #2 in planning speeches **
 - (b) Types of Informative Speeches: Events, Objects, Processes, Concepts (make connections b/w these types and the criteria for Speech #2)
 - (c) Review criteria for Speech #2

*** For 3/2 . . . Journals due & pass out questions for chs. 6-7 & return earlier grades ***

Appendix I: Sample Discussion Questions

Overview/Discussion Questions for Chapters 1-2

1. Communication: The process whereby people use symbols to create and regulate social reality.

During the SL project, the group environment at Marshall Middle will contribute to the project's success or failure. Given our discussion of the definition of communication, what types of symbolic behaviors create a social reality that encourages group participation, ownership of group goals, and responsibility for tasks?

3. Culture: In pages 22-27, Lucas is primarily concerned with how speakers adapt to the cultural differences b/w themselves and their audiences.

Can you identify cultural differences you expect to encounter with your audience at Marshall? Can you identify specific behaviors that will respect and adapt to those differences during your SL visits?

4. Ethnocentrism: refers to the belief that one's own culture or group is superior to all others.

What are possible positive effects of ethnocentrism? What are possible negative effects of ethnocentrism? Discuss possible cases of ethnocentrism that may arise as you work with Marshall students? That is, which parts of your cultural identity/experience might you privilege over the students' cultural identity/experience? (e.g. social class; private vs. public school; suburb vs. inner city; occupation and career ambitions)

5. Public Speaking model: Reference chapter 1, pgs. 17-22 and elements of public speaking model (speaker, message, encoding/decoding, audience, channel, interference, context/situation).

Can you identify how issues of ethical responsibility may affect any/all of these public speaking elements? That is, what ethical issues arise when thinking about speaker, message, encoding/decoding, etc.?

Appendix J: Peer Evaluation

Peer Review Issues

(provided to Dr. Brown to guide her evaluation)

1. I spend a lot of time preparing each class meeting in terms of allotting time to discussion, service learning project preparation, etc. What is your reaction to how I've divided the topics/tasks for this meeting? What is your reaction to whether the class meeting actually followed the established plan?
2. In this course, my intent is to turn a significant amount of control/ownership over to the students (who are heavily invested in a time-consuming service learning project). Was there any evidence of this during this class meeting?
3. I attempt to negotiate the role of traditional instructor who passes down the information to students and the role of facilitator who provokes students to think about concepts they already understand. What type of teaching role did you see me play today?
4. A big challenge for me is balancing the service learning project with the public speaking course material. An example of this balance is in our first exercise that looks at policy speeches by connecting them to the course theme of educational opportunity. What is your reaction to how this exercise revealed balance/imbalance between course concepts and the service learning project?
5. Any other observations, comments, suggestions.

An evaluation of Dr. Ross Louis' Honors Public Speaking Course with the Service Learning Component

By Dr. Rockell A. Brown

On Tuesday, March 30, 2004, I had an opportunity to observe Dr. Ross Louis' honors public speaking course. This course is rather unique in that it is the first honors public speaking course offered at Xavier and it has a service learning component. Before discussing my observations, I will first provide feedback in areas specified by Dr. Louis.

Time Management

I think that it is a good idea to identify the class period's objectives on the board at the beginning of class. First, it helps the facilitator/instructor stay on task. Second, it aids the students in processing and organizing key ideas and concepts that will be covered and this is very useful when taking notes. This is a strategy that I have seen used before and one that I use myself on occasion. Furthermore, I think it is necessary to divide the topics in that the manner that Dr. Louis does to aid in managing the use of class time. Most

rigorous public speaking courses require multitasking capabilities, but the service learning component adds an even more complex dimension to multitasking. Overall, I think that Dr. Louis did an excellent job following the day's plan. The schedule was as follows: announcements, persuasive speaking/discussion exercise, service learning debriefing/group work.

Student Control/Ownership of Project

It was very evident that students involved in this course have a great deal of responsibility. I think that Dr. Louis did a good job of delegating a certain amount of control of the project to the students. Having the students debrief the entire class on their progress and concerns was an excellent way to discuss the challenges in completing the project. This also gave Dr. Louis an opportunity to find out how the students were progressing overall, as well as a chance to give specific feedback to the students and clarify particular procedural and scheduling issues. This portion of the class was give and take, but it was evident that the students understood and were enthusiastically involved in the project.

“Teaching” Role

I viewed Dr. Louis' role as that of a facilitator and I think this is one of the most appropriate teaching styles to use when instructing an honors level course. I think that he did an excellent job setting the tone and laying out the parameters of the discussion. Dr. Louis guided the students (without lecturing) through an activity, but the students came up with their own ideas and topics. The in class exercise provoked critical thinking and challenged the students in building a solid argument, the most important ingredient in persuasion.

Balance Between Course Concepts and Service Learning Project

The exercise/discussion concerning the students' persuasive speeches required the students to propose a solution to a problem of the United States education system. This exercise revealed a clear balance between the service learning project and the course concepts. First, the exercise forced the students to combine what they already knew and their understanding of educational opportunity to some of the major concepts in public speaking. As I commented during the class, I feel that the students engaged in the critical process of developing and substantiating an argument. The exercise forced students to think critically while simultaneously focusing on the assignment. The exercise then led to a discussion that clearly connected the persuasive speech assignment and the overall task of the service learning project.

Overall Observations

Once I left Dr. Louis' class, I felt as though I had learned something. The atmosphere was very warm, friendly and informal and it lent itself favorably to a free flowing evolving discussion. Prior to visiting the class, I had only a vague notion of what service learning consisted of or how it would actually work. However, by the end of the class, I was very clear on how service learning projects work. Furthermore, I became so excited about it that I began to consider ways to incorporate it into one of my own classes.

The students seemed very enthusiastic and involved in the project. Additionally, they all appeared to clearly understand the topics they were handling and they all seemed comfortable with the material and the nature of the subject matter and they appeared confident in what they were doing with the project.

The only area where I have some concern regards the students' individual public speaking assignments. I did not get a good sense of their "broader" understanding of course material as it pertained to their persuasive speeches. I feel that it may have been useful to spend a little more time discussing persuasive concepts (i.e. research, organizational patterns, etc.) and or the expectations and requirement for their individual assignments.

Appendix K: Marshall Middle Speech Assignment

Communicating Common Ground Speech Project

(Fourth Quarter Project)

Communicating Common Ground is a nationwide project that joins college communication classes with elementary, middle, and high school students. In Spring 2004, Marshall Middle School and Xavier University were selected to join the project. Mrs. Jane Nix's Louisiana Studies class and Dr. Ross Louis' Honors Public Speaking class are working together to create public speeches that respond to the 50th anniversary of the Brown vs. Board of Education court case. Xavier students will work with Marshall students to help them write and deliver speeches about the issue of school integration in New Orleans.

The Speech Project

You will work in groups with Xavier students to discuss the Brown vs. Board of Education court case and its impact in New Orleans. Seven Marshall and three Xavier students will be in each group. You will prepare a 3-4 minute speech and deliver it in your Louisiana Studies class for your Fourth Quarter Project.

Requirements:

- a 3-4 minute speech delivered from note cards.
- The topic of the speech will be school integration in New Orleans. The speech will contain the following information:
 - (a) explain an important person, place, or action that is related to the integration of public schools in New Orleans.
 - (b) information from an interview with someone who remembers school integration in New Orleans. This could be someone who was in school during the 1960 integration or someone who attended school later.
- an outline that lists all the main points covered in the speech.
- a visual aid that helps explain one of the above parts of the speech.
- 5-7 note cards to help you deliver the speech.

Helpful Information:

We have created this information folder to help you prepare your speech. We have given you four worksheets to complete to help you create your speech. Each worksheet has information attached to it that will help you with the questions. When you complete each worksheet, remember to mark the item off your checklist. Each time we meet with you, we will help you complete one of the worksheets.

Project Calendar

Thursday, February 19 at Marshall Middle

- Discuss the project assignment
- Discuss school integration in United States and in New Orleans
- Discuss Public Speaking basics

Tuesday, March 23 at Xavier University (field trip to Xavier Library)

- Internet research for the speech
- Interviewing practice

Thursday, March 25 at Marshall Middle

- Question and answer session about the speech
- Work on writing the speech and outlining

Tuesday, March 30 at Marshall Middle

- Work on writing the speech and outlining
- Work on visual aids

Tuesday, April 6 at Marshall Middle

- Work on creating note cards
- Practice delivering the speeches

Tuesday, April 13 at Marshall Middle

- Give the speeches!

Thursday, April 15 at Marshall Middle

- Give the speeches!

Project Checklist

___ Worksheet #1: Topic and Interview Ideas	Due: <u>Tuesday, March 16</u>
___ Worksheet #2: Interview Q's & Internet Summary	Due: <u>Thursday, March 25</u>
___ Worksheet #3: Interview Summary	Due: <u>Tuesday, March 30</u>
___ Worksheet #4: Outline	Due: <u>Tuesday, April 6</u>

Worksheet #1

On Tuesday, March 23, we invite you all to visit Xavier University so that we can work on research and interviewing skills. We will all meet in Xavier's library. Then, we'll break into groups to begin our work. Two groups will work on laptop computers searching for internet information about school integration in New Orleans. Two groups will interview members of Xavier's faculty and staff who recall integration in New Orleans. Then, the groups will switch so that everyone has an opportunity to work on internet research and interviewing.

We need you to complete the following worksheet and turn it into Mrs. Nix. It is due **TUESDAY, MARCH 16, 2004**. Use the information attached to this worksheet to help you answer the questions.

1. Who is the person, place, or action from the integration of New Orleans Public Schools that you are writing your speech about? (see list attached to worksheet)

2. Why did you choose this person, place, or action for your speech?

3. List three (3) people you could interview about the integration of New Orleans Public Schools?
 - a. _____ How do you know this person?

 - b. _____ How do you know this person?

 - c. _____ How do you know this person?

4. Write three (3) questions you want to ask the person you will interview about New Orleans school integration?
 - a. _____

 - b. _____

 - c. _____

People, Places, & Actions from New Orleans School Integration

These are possible ideas for your speech topic. You may also select any other person, place, or action that you remember from the "A House Divided" video that relates to school integration.

People

Leona Tate
Tessie Provost
Gail Etienne
Ruby Bridges
Judge Skelly Wright
Francis Rummell
A.P. Tureaud
Lloyd Rittiner
New Orleans White Citizens' Council
Save Our Schools (SOS)
The Gabrielle Family
"The Cheerleaders"
Thurgood Marshall

Places

McDonogh 19 Elementary
William Frantz Elementary

Events

Plessy vs. Ferguson court case
Brown vs. Board of Education court case
November 14, 1960
McDonogh Day Boycott

Appendix L: Sample Curricular Plans

Service Learning Curricular Plan: Group 1 (February 19, 2004)

Objectives

After completing this group meeting, Marshall students should...

- Improve speaking skills (volume, eye contact, hand gestures, the use of “um”)
- Understand the Speech Project
- Understand the basics of Brown Vs. Board of Education and integration in New Orleans (dates, key people, events)

Actions

1) Speaking skills evaluation (15 minutes):

Before the new speeches begin, we will distribute the index cards with suggestions from last week’s speeches. The index cards include comments on what students need to work on as well as positive feedback. As a part of evaluating the students’ speaking skills this week, each student will make an informal speech. The students expressed interest in having a group name. In order to have a group name, each person has to make a suggestion and explain why he or she has decided on that particular name.

By each student practicing their speaking skills, they will further develop them and increase self-confidence.

2) Explain Speech Project (10 minutes):

- Go over the description of the public speaking project that was discussed in class

Students will have a clear understanding of their quarter project and have the chance to ask questions on each part for clarification.

3) Discuss Supreme Court case, Brown vs. the Board of Education and New Orleans information (15 minutes)

- A House Divided
 - o Discussion
- Students will:
 - o take notes on their feelings about the court case
 - o discuss feelings on the case

The discussion is used to develop, share, and transmit ideas on their project while reinforcing the facts of the case and New Orleans situations.

Assessment

The assessment of the objectives will include a short oral quiz. (10 minutes)

The objective of the oral quiz is to ensure that the students understand the covered information on the fact sheets and are aware of all the deadlines of the project.

Service Learning Curriculum Plan: Group 2
(March 23, 2004)

Objectives:

- To allow the students time to research their topics via internet, books and other sources
- To inform the students on the aspects of making a presentation to an audience.
- Allow the volunteers to find out how far along the students are with their research, organization, interviews, etc.
- To ensure that by the close of the visit students will have adequate research to and presentation knowledge to start formatting their speeches.

Actions:

- **Library time at Xavier-Research**
 1. Students will complete their research of how integration connects to New Orleans
 2. They will be able to use sources such as: the internet (databases and new/newspaper archives), books and magazines, and other informative sources found within the Xavier archive. (Volunteers will pull these before hand).
 3. During this time, the students will also be able to have help going over their interviews. If already completed, the volunteers will help them take the responses from their interviewee and organize them to fit within the speech presentation. If the interviews have not been completed, volunteers can make sure that the student's pre-written questions are well structured, organized, and relevant to the speaker's topic.
 4. Along with research, students may work on located their visual aid materials, such as printing pictures from websites or copying from book sources.(Volunteers will save their pictures to disks, print them, and bring them to Marshall at the next visit).
 5. It is a good idea that the volunteers stress the use of the student informational folders, to keep them organized and to make sure everything will be completed. The back of worksheet 2 in their packet must be filled out as the students research.
- **Library time at Xavier- Interview/Presentations**
 1. For the remaining time, students will be briefed on the techniques of giving an interview.
 2. Guest interviewee's will be there, and volunteers will give examples of mock interviews with the guests to show students an interview procedure. Next there will be a question/answer period where students can ask questions on how to do their interviews, the types of questions to ask, etc.
 3. Next, the students will go into small groups, pick a partner, and practice being the interviewer/interviewee. The volunteers will watch to make sure students understand how to conduct an interview. Volunteers can help students think more interview questions to ask in order to gather more information.
 4. If desired, volunteers can take this time to help students organize their presentations and start putting the information together. If some are far

enough along, they can do a “sample” run through of what they have, or ideas of how they want their presentation to be, and volunteers can give them pointers.

Assessment:

- Before the student’s leave, volunteers will go through the student’s informational folders to see what they have completed, and to get an idea of what the student’s will be working on next.
- Worksheets such as the topic, and the sheet of the research and sources the students found should be complete.
- We will make sure that everyone has either visual aid pictures and materials, or one of the other visual aid options (artifact, or poem/skit).
- The students will verbally quizzed on some of the proper ways to interview.
- Volunteers must remind students of the next visit and what must be completed for the week (Worksheet 3- completely by March 30th).

Curricular Plan: Group 4
(March 25, 2004)

Objectives: After completing this group meeting, Marshall Students should: 1.) have any questions or concerns about the visit to Xavier answered. 2.) find out the areas they need to work on when giving a speech. 3.) understand all of the guidelines and requirements pertaining to their speech assignment.

Actions: (10min) First, we will discuss the visit to Xavier and have a question and answer session over the research they found. This exercise will allow us to see how much research they completed. This activity will also determine if we should further explore their research topics and find more information. (25min) Next, we will evaluate their public speaking skills by passing out an index cards with an opinion question on it. Each student will be able to respond to the question out loud while we critique their presentation. On sheets of paper, we will inform the student about the skills they need to improve. (10min) Lastly, we will go over all of the guidelines and requirements for the speech. At this time, we will also remind them that they need a visual aid, and we will suggest possible items they can bring.

Assessment: (5min) We will review the Interview worksheet #3, check for completion, and return them back to the students.

Appendix M: Sample Site Visit Summaries

On-Site Presentation

On the 23 of March the students of Thurgood Marshall Middle School came to Xavier University. We provided the students with two workshops; an interviewing workshop and internet research workshop. The two workshops seemed to be very helpful but due to lack of participation in the interviewing workshop I am not quite sure.

The interviewing workshop began by Dominic settling down the students and our speakers introducing themselves. They room was occupied by at least 14 students because there was a combination between two groups from Marshall. Our speakers were actually active participants in the civil right movement and or a product from the civil rights movement. The floor was immediately open for discussion following their introductions. The students were very hesitant when the discussion was to begin. I actually found this disturbing because of the fact many of them had questions written down on the papers in front of them or at least were suppose to have the questions. [] a very active participant in our group was the first to ask a question. What I found intriguing about [] is not only did she ask common questions like, "How did you feel about integration?" or "Were you ever hurt?", which are both valuable questions; but also interesting question in which you could tell she has been doing her own research such as, "Did you ever had to the paper bag test?" I learned something new myself when she asked that questions. Alarmingly, there was only one other student, [], who asked a question. She was also from my group. The remainder of the questions was asked from the mentors. In all, I believe valuable information was obtained from the workshop and I saw a lot of the students taking notes.

During the internet workshops the students from my group were broken up into small intermediate groups. They were actually split according to their research topic. I worked specifically with [] and []. They were researching McDonogh Elementary. A majority of the rest of the students were researching Ruby Bridges. One student, Tavian, was researching Thurgood Marshall. Dominic worked mostly with the students who were researching Ruby Bridges. Lakeshia provided assistance to [] and some of the students who were researching Ruby Bridges. LaKeshia provided each student with a list of websites we found were appropriate for their topics. I provided my two members with a paper that listed the exact steps to looking up information through Xavier's on-line researches. I quickly found out that it would be more productive by me orally telling them the steps rather than having them follow the direction on the sheet of paper. I walked them through it step-by-step, but I could tell one of the students did not have much experiment with computers. He still needed individual attention. For the remainder of the time each of us monitored the students' progress, providing help when needed. All the students used their time wisely. All of them were able to print off some information. I believe the students have started off their projects in a positive manner.

Onsite Presentation for April 5, 2004

All right...this session was crunch time, and the pressure was ON!!!! When the students came in, I felt like I wanted to yell, "Okay, sit down, be quiet, and finish your speech!" But of course the good-natured Angel greeted the students, asked them about their eventful weekends with the Sweetheart's Ball, then became drill sergeant! Immediately we opened the folders and got down to business. Right away [] told me she had pretty much finished her speech and she had also started working on her visual aid at home. Success...self-motivation at last!!!! Here was a bright young pupil who took a few minutes to work on this project- A for []! (Note the enthusiasm!) Since she was done with the bulk of the work, I explained to both the use of the note cards- and how they were NOT supposed to write full sentences, but key words and phrases to help them remember their topics. [] started on hers and [] finished up her speech. [] let me know her ideas for her visual aid, and that she would show it to the class at the end of her presentation. Once [] finished I had her go straight to her note cards. She was frustrated that she could not write full sentences, because then she would have a hard time formulating her thoughts, but this is where I told her practice (oh lovely word) would help her formulate what she wanted to say. She just shrugged her shoulders and went back to the note cards- well I felt helpful anyway! ☺

After the note cards, I had each girl give it a practice run through before it was time to leave. [] was first, and I told her just to relax, talk slow and be confident. Even with a few mess-ups and stops, she did a great job! Her information was clear and her presentation flowed. With her visual aid I know her presentation will be fine. And it reached the 3-4 minute mark, so I wasn't worried about that at all. If she presents the same way that she did to me, then she'll do great! []'s presentation was equally as great. She even had most of hers memorized which was really nice. She was smooth, and of course she likes attention, so I have no worries about her presenting in front of the class. After she finished, I congratulated both of them for doing such a great job throughout this entire project. I asked them if they had any last minute questions for me. [] asked if I knew the order the students would be presenting, and I told her no, but just to be prepared for which ever date. Before it was time to leave, I jotted down my phone number and cell number for both in case they had any last minute questions, or just wanted to call and practice. I had thought about taking their numbers and doing a follow up call like some of the other volunteers planned on doing, but being Easter Break and students spending time with family, etc....I thought I would just let them call me with any concerns. On that note, I told them both good luck, said my goodbyes to the other students, and left.

I walked out of the room feeling as though I had done all I could. However the presentations turn out....I can only see the results. Hopefully the students would have taken in the guidelines and instructions we've given over these past weeks, but you can never assume. And no matter what, it was a great project, I'm excited to see everyone present, and no matter what, I would definitely relive this entire experience again!

Appendix N: Sample Reflection Journal Prompts

Discussion/Journal Questions Ch. 15

(skim ch. 15 in order to address the following questions)

1. What does Lucas mean by a mental dialogue between speaker and listeners during a persuasive speech?
2. How do claims of fact and value interact with claims of policy?
3. If you were arguing a claim of value regarding a topic related to “educational opportunity” (as we’ve talked about it this semester in terms of race and class), what set of standards could you use to justify your claim? (e.g. “Affirmative action is a moral response to years of discrimination.” What standard would you base this value claim on?)
4. If you were arguing a claim of policy regarding a topic related to “educational opportunity,” what sort of evidence would you provide to prove there was a need for the policy?
5. Since all policy speeches require a plan that is practical, consider what you will have to do during your final speech. You must offer specific details on how a particular problem will be fixed in a practical way. Do you feel that this limits the type of problems you address in this speech? Or does it influence the type of policy speech (direct action vs. passive agreement) you deliver? Why?

Discussion/Journal Questions Ch. 16

(skim ch. 16 in order to address the following questions)

1. How can you create ethos in your final policy speech? Be specific about the things you might say to create ethos.
2. Consider the various types of reasoning patterns described in chapter 16. Offer an example of one type of reasoning that you might use for your final policy speech.
3. Describe a strategy for using pathos (emotional appeal) in your final policy speech? What specific things might you say to make this strategy effective?

Journal Questions for Marshall Visits 3/23 & 3/25

1. How did your Marshall students react to the guest interviewees on 3/23? How might they use the information they gathered as evidence for their speeches?
2. What current worries do you still have about the service learning project?
3. What is working (meeting your expectations) with the service learning project?
4. What is not working (not meeting expectations) with the service learning project?
5. What specific things can I do (could have done) to help you during the project?
6. Evaluate your group members thus far. How have they contributed to the service learning project?

Appendix O: Sample Speech Outlines

Narrative Speech Outline

Specific Purpose: To inform my audience about culture identity and how it can affect your educational opportunities.

Central Idea: Imperialism, colonization, and slavery has in some way affected the educational opportunities of someone you know.

Introduction

I. Close your eyes and image the women, children, and even the men sadly singing this song as their prior knowledge to the world they once knew is now being erased.

A. First Verse of Wolosodom - African slave song

1. This is the slavery song of the Wolof People of West African.

B. Slavery, colonization, and imperialism played a major role in the life of both Africans and African Americans.

1. These attributes not only affected our ancestors but also my father and me.

Body

I. According to Doctors McKay, Hill, Buckler, and Ebrey, "By 1900 most of black Africa had been conquered -- or as Europeans preferred to say, "pacified" -- and a system of imperial administration was taking shape. (853)

A. They generalized that imperialism diminished the traditional customs and values of a society. (853 McKay, Hill, Buckler, and Ebrey)

II. My father left his village in Ivory Coast at the young age of six.

A. Due to imperialism and colonization the Africans original culture and language was considered inferior.

1. His parents believed that the only way he could improve his life was by coming familiar with the educational opportunities the Europeans offered.

2. He was to never spend more than twelve months at a time with his parents.

3. For the remainder of his childhood he lived as an orphan among different villages in order to acquire an education.

B. As a young adult he earned a living as an elementary school teacher.

1. He saved his money from his earnings in order to pay for an education in the United States.

2. He has lived in the United States for the last 20 years earning not only a bachelors degree but also a master and Ph. D.

(Transition: Imperialism and colonization caused my father to leave his home in West Africa and travel across the Atlantic Ocean in order to gain a better education in the United States, but slavery had the opposite effect on me.)

- III. Slavery and the connection with my African heritage have caused my elders and ancestors to fight for our educational rights.
 - A. We are presented with funding for numerous educational opportunities that adhere to only African Americans and other minorities.
 - 1. An opportunity I was presented with was a cultural exchange experience in Mexico.
 - 2. For two weeks I lived the life of common folks in this small Mexican town.
 - B. I believe I had earned this opportunity due to my high academic Achievements.
 - 1. Some of my classmates though otherwise.
 - 2. They thought it was only because I was black.
 - 3. Is this true, I am not sure.
 - 4. But my elders and ancestors fought for such opportunities to be available to the black race and I am not ashamed.

Conclusion

- I. Imperialism, colonization, and slavery have affected the educational opportunities of both Africans and Africans Americans.
- II. We must make use of the educational opportunities we encounter in life breaking free from the chains of our past.

Work Citation

Book

McKay, Frank. , etal!. A History of World Socities, Volume 2 Since 1500. 6th ed.
Boston: Houghton Mifflin Company, 2004.

Personal Interview

Koudou, Nicholas. Personal interview. 7 Feb. 2004.

Narrative Speech Outline

Specific Purpose: To inform my audience of how cultural identity affects educational opportunity.

Central Idea: Being African American makes me more aware of how race continues to be an issue that contributes to the resegregation of public schools.

Introduction

- I. The narratives of me and my dad's experience of being in the minority in an educational setting and how it made us feel.
- II. As an African American student, my experience and my dad's experience made me think about how much race continues to prevail in the public school system of America.
- III. Today I would like to discuss briefly what race is and how it continues to effect the public schools in America through the issue of resegregation.

(Transition: Lets start with defining race.)

Body

- I. Race is a fabricated idea that is based upon the way a person looks.
 - A. The United States has its own racial classification system. (based on Joan Ferrante)
 1. It is made up of six categories.
 2. Classifying people into categories has many disadvantages: vague, contradictory, and subject to change.

(Transition: Now that you know a little about race, lets see how it continues to effect the public schools in America through the issue of resegregation.)

- II. One of the effects of race in education today is resegregation.
 - A. Segregation was legal before 1954.
 - B. The Brown vs. Board of Education case made segregation illegal.
 1. Schools had to integrate.
 2. Students now had a choice to attend schools not based on race.
 - C. Now schools are beginning to resegregate, nationally, especially in the South.
 1. They are resegregating because of lack of major proposals that will make a significant change and school districts are ending desegregation programs.
 2. Students that attend schools in which minorities are in the majority face unequal educational opportunities because they are less prepared for school and are more in poverty.
 3. According to "Brown at 50: King's Dream or Plessy's Nightmare", 60% of American public schools are white.

Conclusion

I. I hope you understand race and how it continues to pervade the education system despite the Brown vs. Board of Education decision. We must take action in making sure our schools remain as equal as possible before it is too late.

II. Thank you.

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<<http://www.civilrightsproject.harvard.edu/research/reseg04/brown50.pdf>>

<<http://www.civilrightsproject.harvard.edu/research/reseg04/resegregation04.php>>

Informative Speech Outline

Purpose: To inform the class of segregation in the New Orleans catholic diocese and the struggles of a black catholic.

Central Idea: Segregation in the catholic churches has affected New Orleans catholic schools and churches today.

Introduction

“May the Lord Enlighten Us, as we reflect upon our common African Heritage, Empower Us, so we may bring strength of our tradition to our communities, Encourage Us, to live our lives in witness to the gospel of life. Holy Mother of god, Mother of life, pray for us. Amen.

- A. Prayer for life is the mission and goal of the National Black Catholic Apostolate for Life.
 - 1. Black catholic Organizations have not always been recognized.
- B. Discussion for today
 - 1. History of segregation in catholic diocese
 - 2. Changes that occurred that desegregated catholic churches in New Orleans. People who paved the way for black priests.
 - 3. Presently: Is segregation still seen in catholic churches and institutions today?

Body

According to author, Rhonda Evans, her article talks about the separates churches that began in Lafayette, LA.

- A. Priest, Teurlings, helps black parishioners get their own church.
 - 1. 1910, catholic churches in Lafayette belonged to Archdiocese of New Orleans; therefore he asks Bishop James permission.
 - 2. 1912 St. Paul’s was complete.
 - B. Black parishioners were excited to have their own place of worship.
 - 1. Form organizations
 - 2. Number of segregated churches increase in both Lafayette and New Orleans.
 - C. Problems
 - 1. Staffing of priest was low because blacks were not allowed into the seminary. White priest did not want to teach at black churches.
 - 2. White priests would cancel church.
- II. Archbishops Joseph Rummel~ John Cody, and Jesuit priest Louis Twomey helped to desegregate catholic churches and schools.
- A. Rummel writes “Blesses Are The Peacemakers”
 - B. Twomey speaks on equality and helps Rummel.
 - C. Cody announces desegregation of catholic schools.
- III. 1960’s integration in New Orleans, but blacks and whites continue to be segregated.

- A. St. Augustine school for boys has become a well recognized school.
 - B. Xavier University becomes well known for its pharmacy program and education of blacks.
- IV. Interview with my god mother, Ramona Moore.
- A. She attended Our Lady Star of The Sea.
 - 1. She remembers having to sit in the pews in the back for colored.
 - 2. Whites went first to receive communion.
 - 3. Attended black catholic school in elementary, so she was shocked at the way church was conducted and the seating arrangements.
 - B. Loyola vs. Xavier
 - 1. Xavier is predominately black catholic school
 - 2. Loyola is predominately white.
 - C. Observation about Jesuit schools
 - 1. Loyola in Maryland
 - 2. Strake Jesuit in Houston
 - 3. St. Agnes in Houston

Conclusion

- I. Although there have been several changes in this religion, Catholics along with other religions seem to segregate themselves in church.

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Internet

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www.loyno.edu

www.askjeeves.com

Informative Speech Outline

“Lynching as the Law of the Land and the Campaign to Stop It”

General purpose: To inform my audience.

Specific purpose: To inform my audience about the issue of lynching in the South, New Orleans’ participation in the antilynching campaign, and a recent affair related to lynching.

I. Introduction

- A. The description of a lynching as seen through photographs taken in Ellisville, MS on June 26, 1919.
- B. Through my research at the Amistad Research Center, New Orleans Public Library, and Xavier’s Archives Collection I have found a wealth of information.
- C. Thesis: I will speak about lynching in the South between 1882 and 1930, an antilynching campaign in New Orleans, and a lynch law that is still used today.

(Transition: First, let’s discuss what lynching was in the South.)

II. Lynching was a common method used by white mobs between 1882 and 1930 to intimidate and control the black population of the South.

- A. White mobs, which supported white supremacy, often beat, tortured, mutilated, and lynched blacks that tried to vote, become politically involved, and were well-to-do.
- B. White lynch mobs consisted of both the white elites and the white poor.
- C. Lynch mobs often had reasons to justify their actions.
 1. Various reasons for lynching include being obnoxious, demanding respect, rape or assault of a white woman, frightening a white woman, murder, trying to vote, courting a white woman, race hatred, and robbery. (Tolnay, p47)
 2. Often blacks were accused of committing crimes and thus considered deserving of their death.
 3. They were not allowed a fair trial and some of the “crimes” committed were considered violations of the black and white racial code. (Tolnay, p.4⁶-47)
- D. During the period between 1882 and 1927, 347 blacks were lynched by white mobs in Louisiana alone. Overall, more than 3, 513 blacks were lynched throughout the South. (White, p.226, 232)

(Transition: With the lynching cases increasing, some of the states began to push for some type of anti-lynching relief.)

III. An antilynching campaign in New Orleans and elsewhere was sparked to end the many brutal lynchings and stop mob rule.

- A. According to White, in New Orleans, 11 Italians were lynched on March 14, 1891.
 1. They were believed to be involved with a conspiracy to murder.
 2. This action severed United States ties to Italy.

3. Louisiana was greatly criticized.
 - a. As a result, prominent Louisiana citizens began to petition the Louisiana legislature for antilynching relief with no success.
 - b. Other states began to do so as well.
- B. A race riot in New Orleans in July 1899, resulted in the brutal beatings and murders of many blacks.
 1. Ida B. Wells-Barnett, a leading antilynching activist, wrote about this in her pamphlet, *Mob Rule in New Orleans*.
 - a. She criticized New Orleans newspapers for their false reports.
 - b. She also called for the people who read her work to help stop lynching by passing around her antilynching literature.
 2. The National Association for the Advancement of Colored People (NAACP) had an extensive antilynching campaign in the 1930s, which has always been part of its agenda. (White, p.109-110)
 - a. According to Louisiana Weekly of November 1933, Walter White, NAACP secretary, called for every NAACP branch and black organizations and businesses to only vote for those Congressmen who would support an anti-lynching bill.
 - b. The current bill to be presented was the Costigan-Wagner bill.
 - c. In the February 1934 article of Louisiana Weekly the NAACP branch in New Orleans announced it would have a mass meeting, February 22~ at the Pythian Temple building located at the corner of Saratoga and Gravier Streets.
 - i. The anti-lynching bill along with any solutions would be discussed.
 - ii. The NAACP also asked all businesses, churches, and organizations to send a telegram to their Congressmen asking them to support the bill.
 - iii. The Pythian Temple building was a black-owned multipurpose building that housed numerous businesses and organizations. Some of those included an opera house, barbershop, theater, bank, and office of the New Orleans Bureau of Investigation as advertised in the Colored Civic League of New Orleans (1922-1923) and Louisiana African American Heritage website.

(Transitions: Although lynching has declined, are there still lynching laws that exist today.)

- III. South Carolina still uses its lynching law, which is one of four still being used nationwide.
 - A. According to a 2003 article by Allen Breed, South Carolina defines lynching as a violent act committed by two or more people towards another person, regardless of race.
 1. Interestingly enough, more blacks are accused of lynching than whites.
 2. Though blacks make up 30% of the population, 63% are charged with lynching.
 - B. In 2000, a 13-year-old black boy was charged with lynching when he and two of his black friends beat up a white boy at their school.

- C. The reaction to this law is that it takes away the historical meaning of lynching and the brutality that was associated with it.

V. Conclusion

- A. Personally, I am grateful that my family or myself does not have to be victim to a lynching or witness it as a normal part of life as was described earlier in my speech.
- B. In closing, lynching was a brutal method used to intimidate and control blacks by white mobs between 1882 and 1930. Largely, through antilynching campaigns it has declined but is still considered a regular occurrence according to the South Carolina lynch law.

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Persuasive Speech Outline

With Affirmative Action, America Is No Melting Pot

General purpose statement: To persuade my audience.

Specific purpose statement: To persuade my audience that affirmative action should not be used for higher education admissions, and in order to change this we must change the lower grade school educational system to be universal.

I. Introduction:

- A. America is not a melting pot, but a tossed salad- everyone tolerating each other.
- B. Whether affirmative action was used or not, we have all made it into college. but for many, their chances waiver based on the color line.
- C. In this speech I will persuade you to see that affirmative action must not be used for college admissions, and we must change the lower grade school educational system in order for this to occur.

II. The problem is that affirmative action is a catch-22: it is a benefit and harm.

- A. It is necessary because minorities still represent lower portions of the student body at universities.
 - 1. Give statistics from Harvard study
 - 2. American Psychology Association study on diversity benefits
 - 3. Cohn Powell quote
- B. Others choose not to utilize this “tool”.
 - 1. The system gives an unfair advantage to minorities
 - 2. Creates a bias school system
 - 3. Quote by President Bush

III. The cause of this problem began with the inequality of the lower level school systems

- A. School systems have always been based on geographic location, economic standards, and ethnicity.
- B. Lower income/status neighborhoods usually tend to be comprised of minorities, and receive lower educational benefits (ex. - New Orleans)
- C. Domino effect: lower income elementary schools= lower income middle/high schools; students not prepared for college academia

IV. Eliminating affirmative action and re-changing the school system is the solution

- A. Affirmative action is not the answer or remedy for equal education.
- B. Take out affirmative action- so no one gets a visible hand-up or hand-down
- C. Revamp all the school systems from elementary schools through high schools
 - 1. Stop the division based on demographics
 - 2. Make all of the curriculum equal for each grade level everywhere, (just like standardized tests)
 - 3. Re-build inner city schools up to the standards of suburban schools- then have equal allotment of funds for schools thereafter
- 4. Evidence of school plan-CSR.D.

V. Conclusion

- A. Times are changing- Affirmative action does not cut it.
- B. Tossed salad
- C. Affirmative action needs to be eliminated, and public schools~universal

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Appendix P: Narrative Speech Response

SPCM 1011H: Narrative Speech Comments

My first—and most personal—reaction to all your speeches last week was an emotional one. I wasn't ready to react on a personal level, even though I asked you to talk about personal experience. Somehow I entered the room as critic first, class participant second. That all changed very quickly. Dominique opened the round of speeches by recalling her grandfather's advice. My grandfather also valued education. He was, in several ways, very privileged. His parents—my great-grandparents—immigrated from Lebanon to Austin, Texas in the early 1900s. I never received the impression they were well off, but I never once heard stories of struggle, financial hardship, social isolation, discrimination. The son of immigrants, my grandfather earned a bachelor's degree from the University of Texas in journalism. He edited the campus newspaper. He studied for and passed the state bar exam in law, but never practiced. He created his own political consulting firm and did polling for Lyndon B. Johnson and JFK.

My point? Your speeches—all of them—affected me in specific ways. The example above (my brainstorm about my grandfather and education) emerged from Dominique's speech. Eventually that brainstorm turned to questions of privilege, culture, and education. Eventually I interrogated my experience as white male, my experience in the American education system in relation to your experiences in that same system.

When I say my expectations were exceeded for this round, I say that truthfully. And I say that to mean that your speeches provoked further thoughts, challenges, and motivations to me as a person. If this public speaking course were evaluated according to the personal, emotional, and/or visceral reaction that your speeches created in the audience, then I imagine there would be consistent "A's" across the board. Having said that, the critiques you received for the narrative speech focus on technical merits. And technical merits don't necessarily align with the emotional reaction your speeches create.

So, here are the general strengths and weaknesses I observed during the narrative speeches:

Technical Strengths

- Attention-getters. These were effective and almost always used emotion to interest the audience.
- Thesis statement. In most cases, the thesis statements included a precise preview of the main points to be covered, but did so in a way that didn't just state, "First, second, third . . ."
- Narrative detail. Your stories were typically told with evocative details. You were sincere in relating your experiences and your focus on significant detail created a vivid picture of the events.
- Editorial/personal comments related to the narratives. I was impressed by how most of you took your narratives a step further and offered insightful opinions/analyses of the social issues (discrimination, opportunity, etc.) that the

- narratives demonstrated. This clearly moved your speech away from the original informative intent, but that turned out to be a good thing.
- Conclusions. For the most part, the conclusions did a nice job of reviewing the specific main points you discussed. Concluding remarks were also solid. You did nice work with regaining audience's attention/interest at close of speech.
 - Delivery. Two areas of speech delivery that I was impressed with: eye contact (this was very consistent) and vocal energy/enthusiasm (nice job with casual, conversational style).

Technical Weaknesses

- Citing sources. Though you only were asked to bring in one outside source, that source needed to be cited correctly (i.e. author, source, date). This didn't happen as often as needed. Some speeches used more than one source or quoted a source more than once, but didn't consistently refer back to the source.
- Social context "text." In almost all cases, I could locate/identify the outside text or social framework you were citing. My concern is that the social context was either not fully developed with details OR the connection to the personal and family narratives was not made clear.
- Vocal rate. Probably the most common delivery problem is speaking too fast. Chalk it up to nervousness and adrenaline. It's not a big, big deal, but something to keep in mind.
- Outline consistency. If in doubt, e-mail me a draft. Look at the two examples in chapter 10 of Lucas to see how the preparation outline includes Specific Purpose and Thesis Statement, as well as transitions and proper formatting. Also, consider the keyword speaker's notes. If this is not your style, work throughout the semester on incorporating speaker's notes (rather than speaking from script or memorizing speech) because in future speaking contexts, adapting to situation and audience is very important.

Appendix Q: SPCM 1011H Course Response

SPCM 1011H: Service Learning Project Response

In 2004, the United States celebrates the landmark *Brown vs. Board of Education* court case, which removed legalized segregation from our country's classrooms in 1954.

In 2004, New Orleans does not or cannot celebrate the 50th anniversary of the desegregation of its schools because that did not happen until 1960.

In 2004, middle school students at Thurgood Marshall struggle to understand the difference between segregation and integration and what impact Ruby Bridges, Leona Tate, Tessie Prevost, and Gail Etienne had on the city's school system, perhaps because their class has only one white (their teacher) and their New Orleans Public School system is 93% African-American.

In 2004, 93% of New Orleans Public School students can tell you where their white counterparts are ("look across the street at the Catholic school;" "go across the lake;"), but may not be clear on why their schools are (and have been for as long as anyone around here remembers) still segregated.

In 2004, the achievement gap between black and white students in public schools widened to the point that white students score three times higher than their black classmates on achievement criteria, according to new data released by the state of Louisiana.

In 2004, there are only two public elementary schools in New Orleans with any noticeable integration of black and white students. One of those schools is wealthy and influential enough to have parents pay the salaries for a teacher's aide in every kindergarten class and to have a state legislator lobby on their behalf for a new performing arts auditorium. The other is located in an exclusively white suburb within the New Orleans city limits.

This is the scene we encountered when we undertook this course in January. It's now May, and the scene hasn't dramatically changed. This raises a significant question: "What has changed as a result of our work?"

I've already asked you to answer that question by writing summary after summary and journal entry after journal entry. But I have not yet answered that question myself, at least not publicly. As a way to introduce our final day of speeches, I'll answer the question now: "What has changed as a result of our work?"

Put simply, I learned.

Femi reminded me that all public speaking depends on language and the delivery of that language. “Language shapes thought, and to expand, language creates ideas.”

Quinta called my attention to the irony of children, especially black children, clamoring for the back seat on the field trip bus, when just fifty years earlier their grandmothers and grandfathers had no choice in seat selection.

When Angel held up a magnifying glass to the Bridges’ 9th ward household and showed it as a place that tells the true Ruby Bridges story, I began to look at integration and segregation more closely as family issues.

Dominique’s uncovering of segregation in Catholic churches made me consider how my regular practices (attending Mass with my Catholic wife and kids) either uphold or resist ongoing segregation in our society.

“Two, four, six, eight, we don’t want to integrate.” Keshia’s shocking reenactment of the “Cheerleaders” who protested outside of William Frantz in 1960 inspired me to take up a new research area: the ways that whites performed (and continue to perform) their racist, segregationist views.

Keta’s dive into historical archives and primary sources taught me about how the inhumane practice of lynching was resisted in New Orleans and how lynching laws are still in use today.

I’ve lived in Louisiana for eight years now, and I’ve listened carefully to the narratives that emerge from its cities, towns, and outlying areas. Nichole’s vivid description and critique of Church Point’s race relations taught me about the persistence of struggles for “true” social integration.

Before listening to Shelina’s narrative speech, I already agreed that the term “minority” was a loaded term that was not easy to define. After her speech, though, I had a clearer picture of her definition and how negative connotations of any term might be turned into positives.

At the close of her narrative speech, Maryse left us with her father’s words: “Education is the great equalizer.” Following her speeches, journals, and in-class conversations, I paid more attention to the obstacles, especially “quiet resegregation” that make this quote a worthy goal that is still not fully realized in many communities.

Sika confirmed for me that service learning can and perhaps should teach Xavier students about New Orleans (its history and its current residents). This happened during a moment of service learning crisis, when her students struggled to complete their speeches, when Sika reacted quickly to the situation, when Sika challenged her students to complete the project, when Sika unknowingly challenged me too to react quickly to this project I helped create.

The image of Jenais' mother integrating a Columbia, South Carolina school is already etched in all our minds. The image of Jenais taking issue with how "her" Marshall kids are affected by racial inequity in New Orleans—during a performance at a Mardi Gras parade, in response to the Marshall teacher's behavior—is an image etched in mine.

Erin taught me about one of the most important civil rights leaders in New Orleans, A.P. Tureaud, whose name I see everywhere, but of whose accomplishments I knew little. Her focus on particular details (the use of A.P. instead of his first name and his legal work throughout the city) made me realize how many things are forgotten in a city just forty years after they happened.

To summarize, this time more simply, I learned from you.

In 2004, my oldest son, Gabriel, will begin kindergarten at a New Orleans public school. Our work together on this project—this careful examination of educational opportunity in the city of New Orleans—helps me to think beyond the usual nervous jitters and proud parent syndrome that I'll experience on his first day of school. Our work together reminds me that the past—our collective past—has already influenced Gabe's future in this city. Our work together tells me that there is still work to be done and people who are committed to doing it.

Appendix R: Marshall Middle Instructor Evaluation

Communicating Common Ground Assessment: Service-Learning Site Instructor (Spring 2004)

1. How did the project fit the social studies benchmarks or learning objectives for your Louisiana Studies course? (are there specific suggestions you have to improve this fit?)

The project fit the following Grade Level Expectations for seventh grade students:

- Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (C-1D-M2)
- Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (C-1D-M3)
- Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3)
- Explain how a given historical figure influenced or changed the course of U.S. history (H-1A-M3)
- Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)
- Analyze how the democratic process has been used to institute change in Louisiana (C-1B-M5)
- Describe ways by which citizens can organize, monitor, or influence government and politics at the local, state, and national levels (C-1D-M4)

The Benchmarks and Standards for the social studies at the middle school level tend to be broad and cover a lot of material. This project allowed the students to be active learners.

2. What was the most challenging aspect of the project for your students? (are there specific suggestions you have to address this?)

I believe that the most challenging aspect for my students was actually writing the speech. These students are unaccustomed to writing without copying. The worksheets are a big help in guiding the students' writing. I'm not sure if my students understood that they would have to have a poster with their speeches. They needed more direction on what the Xavier students actually wanted.

3. How effective, appropriate, and/or realistic was the public speaking assignment that the Xavier students created? (are there specific suggestions you have to improve the assignment?)

The public speaking assignment was appropriate for my students. The historical figures chosen for research appealed to my students. Even though they were nervous or just really scared, they all presented their speeches. Actual timing for the speeches at this age would probably be anywhere from one to two minutes instead of the four to five that the Xavier students originally planned. This assignment gave my students a chance to create a project that was interesting and different from the usual projects that they complete. It will help them to do similar projects in the future.

4. Do you feel that your students had enough time to complete the project? (are there specific suggestions you have regarding the use of time in this project?)

I feel that my students probably needed at least one more class to have created a better project. Some of them did not have enough information or were too lazy to do the work on their own time.

5. How effective was the public speaking instruction that Xavier students provided during this project? (any suggestions for improvements?)

I think that the Xavier students did a fantastic job with their public speaking instructions. The students learned how to use their note cards effectively while making their speeches. The practice session was especially helpful. Maybe a Xavier student could model a poor speech with inappropriate body language (hands in pockets, leaning against the wall, speaking too softly, etc.) while another models an effective speech with appropriate behavior.

6. How effective was the instruction that Xavier students provided about Brown vs. Board and/or integration of New Orleans public schools? (any suggestions for improvements?)

The video A House Divided was important in setting the tone and history that my students would be studying. Giving my students specific web sites to use instead of the search engines would help my students stay focused and not waste the small amount of time that they have at Xavier. It might be better if each group had a set of predetermined people to research. It might help to assign an historical figure to each student prior to the research field trip. This would help to focus my students and eliminate some of the time wasted as they tried to decide who would be the subject of their speeches. Middle school students have some trouble choosing a topic and staying with that topic.

7. How effective, appropriate, and/or realistic were the lesson plans that the Xavier students created? (are there specific suggestions you have to improve these?)

The lesson plans that the Xavier students created were good. These students really do not have any experience creating lesson plans and they did a great job. The worksheets helped my students focus on the project.

8. How effective and/or appropriate was the use of small groups to work with your students?

The small groups allowed my students to interact more with the Xavier students. Lecture type lessons are not effective at this age level. The small groups allowed more time on task for the Marshall students. It also allowed all the students to know their group members. Marshall students looked forward to interacting with their Xavier mentors.

9. In your opinion, what was the most valuable contribution or outcome of this project?

This project allowed the students to research a part of their history using oral history. Visiting Xavier and interviewing Mrs. Morial and Dr. Hale were great experiences for these children. They have not had an opportunity to do anything like this before. Giving my students pointers on how to give a speech will help them in future presentations. The entire project exposed my students to new experiences. The students enjoyed the project.

10. Are you more or less likely to join another project like this in the future?

I would like to participate in another project like this in the future. I was able to give my students experiences outside the classroom using challenging but meaningful lessons.

Other comments/suggestions:

It would probably be very helpful if the classroom teacher attended one of the early classes at Xavier to meet the mentors beforehand to help prepare them for their groups.

Appendix S: Marshal Middle Student Evaluation Instrument

Communicating Common Ground Survey

Please help us evaluate the project we've just completed with you. Respond to the following questions by circling one of these numbers:

- 1 if you Strongly Disagree with the statement;
- 2 if you Disagree with the statement;
- 3 if you are Neutral about the statement (you don't agree or disagree);
- 4 if you Agree with the statement;
- 5 if you Strongly Agree with the statement

- | | | | | | |
|--|---|---|---|---|---|
| 1. I am confident in my ability to give a speech in public. | 1 | 2 | 3 | 4 | 5 |
| 2. The Xavier students helped me to improve my public speaking skills. | 1 | 2 | 3 | 4 | 5 |
| 3. Doing an interview about integration in New Orleans helped me complete my speech. | 1 | 2 | 3 | 4 | 5 |
| 4. I am confident that I can find useful information for my speech by using an internet search. | 1 | 2 | 3 | 4 | 5 |
| 5. The field trip to Xavier taught me new information about using the internet. | 1 | 2 | 3 | 4 | 5 |
| 6. The field trip to Xavier taught me new information about how to conduct an interview. | 1 | 2 | 3 | 4 | 5 |
| 7. The field trip to Xavier taught me new information about how integration happened in New Orleans. | 1 | 2 | 3 | 4 | 5 |
| 8. The Xavier students gave me enough advice and instruction to complete my speech. | 1 | 2 | 3 | 4 | 5 |
| 9. I now understand the Brown vs. Board of Education court case more clearly. | 1 | 2 | 3 | 4 | 5 |
| 10. I can identify several important people, places, or actions that affected school integration in New Orleans. | 1 | 2 | 3 | 4 | 5 |
| 11. I had enough time to practice my speech before giving it to the entire class. | 1 | 2 | 3 | 4 | 5 |
| 12. I understand the difference between integration and | 1 | 2 | 3 | 4 | 5 |

segregation.

13. I believe that the Xavier students cared about how I did on the speech project. 1 2 3 4 5

14. Working on my speech with one Xavier student helped me more than working with all three Xavier students at the same time. 1 2 3 4 5

15. When I delivered my speech, I felt confident and and prepared. 1 2 3 4 5

16. I used an attention-getter in my speech. 1 2 3 4 5

17. I used a thesis statement in my speech. 1 2 3 4 5

18. The public speaking project was too difficult for me. 1 2 3 4 5

19. I understand why the Xavier students participated in this project with me. 1 2 3 4 5

20. I enjoyed participating in this project. 1 2 3 4 5

21. What was most difficult about this project?

22. What was most enjoyable about this project?

23. What was least enjoyable about this project?

24. How many times did you work on your speech when the Xavier students did not come to your class?

25. I completed all the worksheets that the Xavier students assigned: yes / no (circle one).

26. I am male / female (circle one).

Appendix T: SPCM 1011H Student Evaluation Instrument

Service Learning Project Survey

This survey will be used to assess the service learning project in SPCM 1011H. Your responses will also be used as data in research about the effectiveness of using service learning in communication courses. Please respond to the following items.

1-Strongly Disagree; 2-Somewhat Disagree; 3-Neutral; 4-Somewhat Agree 5-Strongly Agree

- | | | | | | |
|---|---|---|---|---|----|
| 1. I clearly understood the purpose of this service learning project. | 1 | 2 | 3 | 4 | 5 |
| 2. Course assignments and exercises prepared me well to complete the service learning project. | 1 | 2 | 3 | 4 | 5 |
| 3. I believe I was asked to do things that I was not adequately prepared for. | 1 | 2 | 3 | 4 | 5 |
| 4. I do not understand the connection between the service learning project and the course's public speaking objectives. | 1 | 2 | 3 | 4 | 5 |
| 5. Enough time was spent in class preparing me for this service learning project. | 1 | 2 | 3 | 4 | 5 |
| 6. After completing this service learning project, I now understand the importance of public speaking better than before. | 1 | 2 | 3 | 4 | 5 |
| 7. Because of my work in this service learning project, I now believe I am a better public speaker than before. | 1 | 2 | 3 | 4 | 5 |
| 8. Completing this service learning project did not affect my public speaking skills. | 1 | 2 | 3 | 4 | 5 |
| 9. My experience with this service learning project influenced the speeches I delivered for the class. | 1 | 2 | 3 | 4 | 5 |
| 10. Completing this service learning project increased my understanding of the relationship between agency and public speaking. | 1 | 2 | 3 | 4 | 5. |
| 11. Completing this service learning project allowed me to demonstrate the ethical responsibility that speakers have when preparing speeches. | 1 | 2 | 3 | 4 | 5 |

12. This service learning project helped me to be more interested in the subject of public speaking.	1	2	3	4	5
13. I feel that the lessons I learned from this service learning experience justified the amount of time required to complete the project.	1	2	3	4	5
14. The reflection assignments (in-class free writes; on-site presentation summaries; journal entries) helped me to make connections between public speaking concepts and the service learning project.	1	2	3	4	5
15. As a result of this service learning experience, I feel more confident when I speak in public.	1	2	3	4	5
16. My participation in this service learning project has helped me improve my small group communication skills.	1	2	3	4	5
17. After completing this service learning project, I feel more confident speaking extemporaneously (practiced and rehearsed but delivered from limited notes).	1	2	3	4	5
18. This service learning project taught me how dialect is used within the English language.	1	2	3	4	5
19. This service learning project helped me to understand why Standard American English should be used in public speaking.	1	2	3	4	5
20. As a result of my service learning experience in SPCM 1011H, I am now more likely to take another Speech Communication course.	1	2	3	4	5
21. I believe that the Marshall students enjoyed the service learning project.	1	2	3	4	5
22. I believe that the Marshall students took the service learning project seriously.	1	2	3	4	5
23. The goals of the service learning project (teaching about school integration in New Orleans and how to do a public speech) were not fully accomplished.	1	2	3	4	5

24. I believe that the Marshall students clearly understand the historical events related to the 1960 integration of New Orleans schools. 1 2 3 4 5
25. As a result of this service learning project, I believe that the Marshall students could prepare and deliver a public speech on their own. 1 2 3 4 5
26. I believe that the Marshall students I worked with significantly improved their public speaking skills. 1 2 3 4 5
27. I believe that the Marshall students I worked with clearly understand the concepts: integration, segregation, and desegregation. 1 2 3 4 5
28. The teacher at Marshall was helpful in the completion of this service learning project. 1 2 3 4 5
29. I had enough time working directly with the Marshall students to complete the project successfully. 1 2 3 4 5
30. The public speaking assignment was too difficult for the Marshall students. 1 2 3 4 5
31. This project has helped me to care more deeply about the needs of students in New Orleans Public Schools. 1 2 3 4 5
32. I believe that our service learning project addressed a genuine need in the New Orleans Public Schools. 1 2 3 4 5
33. I believe that the Marshall students have learned lessons that they will use in the future. 1 2 3 4 5
34. As a result of this service learning project, I believe that I will increase my participation in community service. 1 2 3 4 5
35. After participating in this service learning project, I view myself as a role model more than I did previously. 1 2 3 4 5
36. I plan to volunteer in the New Orleans Public School again before I graduate from Xavier University. 1 2 3 4 5
37. I plan to maintain contact with the Marshall students I worked with during this project. 1 2 3 4 5

38. I clearly understood the goals of the service learning project.	1	2	3	4	5
39. I did not have enough training or support to complete this service learning project successfully.	1	2	3	4	5
40. I believe I had enough time to complete this service learning project successfully.	1	2	3	4	5
41. I feel that I had sufficient input in planning this service learning project.	1	2	3	4	5
42. I enjoyed working with my service learning group members (Xavier classmates).	1	2	3	4	5
43. I feel that my service learning class group worked productively together.	1	2	3	4	5
44. I feel that members of my service learning class group shared the workload fairly with each other.	1	2	3	4	5
45. The time demanded of me for this service learning project was reasonable.	1	2	3	4	5
46. This service learning project asked too much of me.	1	2	3	4	5
47. I found this service learning project to be satisfying.	1	2	3	4	5
48. Overall, I found this service learning experience to be a worthwhile use of my time.	1	2	3	4	5
49. This service learning project exceeded my expectations.	1	2	3	4	5
50. Based on my experience with this project, I would enroll in another course that used service learning.	1	2	3	4	5
51. I would recommend the SPCM 1011H service learning experience to other students.	1	2	3	4	5
52. I believe that the lesson plans contributed to successful meetings with the Marshall students.	1	2	3	4	5
53. I believe that the on-site presentation summaries helped me to reflect and understand the strengths and weaknesses of each Marshall meeting.	1	2	3	4	5

54. I believe that the reflection journal helped me to understand how public speaking concepts applied to the service learning project. 1 2 3 4 5

55. In your opinion, what is the definition of service learning?

56. What specific course activities, exercises, or assignments helped to prepare you for the service-learning project?

57. What could have helped you feel better prepared for the service learning project?

58. What did you learn from the Marshall students during this service learning project?

59. How has your understanding of educational opportunity in the United States been affected by this service learning project?

60. If you were to do this service learning project all over again, what would you like to do differently?

61. What could help improve the quality or effectiveness of the service learning project for future participants?

62. What was the most significant or meaningful aspect of this experience for you?

63. How many service learning projects had you participated in prior to this one?

64. How many service, volunteer, or mentoring projects had you participated in prior to this one?

Appendix U: Service-Learning Press Releases

XAVIER COMMUNICATION STUDENTS BENEFIT FROM NATIONAL PARTNERSHIP

Xavier Teams with Thurgood Marshall Middle to Study School Desegregation

NEW ORLEANS—Xavier University’s Communications Department and Thurgood Marshall Middle School were selected by the National Communication Association to join its Communicating Common Ground project this Spring.

The classroom partnership between Xavier’s Communications Department and Thurgood Marshall Middle School will teach public speaking skills to middle school students and commemorate the 50th anniversary of the Brown vs. Board of Education school desegregation case. Communicating Common Ground is a nation-wide movement that teams college-level communication faculty and students with K-12 schools to promote respect for cultural diversity.

For more information, contact Dr. Ross Louis at (504) 520-5103 or by email at rmlouis@xula.edu.

Communicating Common Ground was created in February 2000 by the National Communication Association in partnership with the Southern Poverty Law Center, Campus Compact, and the American Association for Higher Education. There are currently more than 50 projects sponsored nationwide. For more information on Communicating Common Ground or its partnerships, visit the National Communication Association’s website: www.natcom.org/Instruction/CCG/ccg.htm.

XAVIER COMMUNICATION STUDENTS TEACH SCHOOL

DESEGREGATION UNIT

Xavier Students Mentor Thurgood Marshall Students in Public Speaking Project

NEW ORLEANS—Students from Xavier University and Thurgood Marshall Middle School will celebrate their semester-long mentoring project on Thursday, April 15 and Tuesday, April 20 with speeches delivered by Marshall students on the significance of the 1960 school desegregation in New Orleans. The speeches will be presented at Marshall Middle School at 1:15 p.m. during the students' Louisiana Studies course.

Students enrolled in an honors public speaking course at Xavier have partnered with Marshall students since January on a project that teaches public speaking skills and commemorates the 50th anniversary of the Brown vs. Board of Education school desegregation case. The project was selected by the National Communication Association to join Communicating Common Ground, a nation-wide initiative that promotes respect for cultural diversity within classrooms.

Xavier students created a public speaking curriculum for seventh-graders at Marshall and mentored them in preparing speeches on the desegregation of New Orleans Public Schools. As part of the project, Marshall students visited Xavier University and interviewed Dr. Rosalind Hale and Mrs. Sybil Morial about their experiences with desegregation in New Orleans. Marshall students also participated in a research workshop on Xavier's campus to gather historical information for their speeches.

Xavier students participating in the project are: Femi Ariya, LaQuinta Below, Angel Bradford, Dominique Bradford, LaKeshia Entzminger, LaKeta Entzminger, Nichole Guillory, Shelina Hardwick, Maryse Holly, Sika Koudou, Jenais Means, and

Erin Winfrey. Dr. Ross Louis teaches the honors public speaking course at Xavier. Mrs. Jane Nix teaches the Louisiana Studies course at Marshall.

For more information, contact Dr. Ross Louis at (504) 520-5103 or by email at rmlouis@xula.edu.

Communicating Common Ground was created in February 2000 by the National Communication Association in partnership with the Southern Poverty Law Center, Campus Compact, and the American Association for Higher Education. There are currently more than 50 projects sponsored nationwide. For more information on Communicating Common Ground or its partnerships, visit the National Communication Association's website: www.natcom.org/Instruction/CCG/ccg.htm.