Introduction

“Experiential learning,” “service learning,” “student engagement,” “civic agency” and assorted other terms have become contemporary buzz words in education and particularly in higher education. However, these are not new terms for the discipline of Communication. Since antiquity, students of rhetoric learned through experience, service, and civic endeavor. This book testifies to the ongoing energy and dedication to engaged learning in our discipline. We believe you will find a wealth of ideas here to benefit your own teaching, as well as the scholarship of teaching and learning.

This book is contextually organized. That is, first, we offer a series of excellent essays about experiential and service learning theory, practice, and assessment thereby providing a foundation for the remainder of the book. In the remaining sections, the contributors provide classroom-tested examples of experiential and service learning projects and assignments in several areas: oral communication, relational communication, intercultural communication, organizational communication, public relations and media communication, and general communication and capstone courses. Each contribution is organized so that you can implement the ideas in your own classrooms with ease and efficiency. We hope you find the organization of this book useful.

We dedicate this book to the memory our dear friend, colleague, and partner, Larry Hugenberg. Originally, Larry was a co-editor on this project. In large part, this book exists because he promoted its value to our publisher and provided insight, guidance, and energy to get this project launched. However, unexpectedly, Larry passed away just as we began this endeavor. We miss his expertise, energy, and engagement not only in this project, but in our lives.

We would like to thank all of the contributors who submitted their excellent work for our review. We were pleased and a bit amazed at the number of manuscripts we received, as well as the enthusiasm the contributors expressed for this outlet. As you will see, there are many people in our discipline, from varying types of institutions, who model creative thinking, excellent pedagogy, and dedication to student engagement and success.

We also thank our publisher, Great Rivers Technology, and especially Keith Kropp from GRT for commitment to this project. While we recognize that many readers and institutions still prefer printed publications, with GRT’s help, releasing this book in electronic format makes it accessible, reasonably priced, and, we believe, equally useful.

Finally, thank you, readers, for your interest and use of this book. We have given our best to this project because we want to invest in your work. We know that even with multiple editors errors are possible; please forgive any mistakes you may find, they are ours, not the authors. May your teaching be freshly informed, invigorated, and insightful as you employ the ideas of your colleagues.

Sincerely,

The Editors:

David W. Worley, Indiana State University
Debra A. Worley, Indiana State University
Barbara Hugenberg, Kent State University
Michael R. Elkins, Indiana State University
# Table of Contents

## Section 1: Foundations for Service-Learning:

### Experiential Learning Theory
Karen Stevens, University Without Walls, University of Massachusetts Amherst 8

### University-Community Partnerships: Reciprocity on Three Levels
Astrida Seja Kaugars, Marquette University; Michelle Schuerman, Associate Director, Our Next Generation, Inc., Milwaukee, WI; Lynn H. Turner, Marquette University 17

### Assessing Service-Learning Activities
Sharmila Pixy Ferris, William Patterson University 30

## Section 2: Experiential & Service-Learning in Oral Communication:

### Service-Learning in the Basic Communication Course
Kristen A. McIntyre, Michelle Taylor Douglas, Natalie Bradke Holley & Sherrie L. Sandor, University of Arkansas at Little Rock 41

### Teaching Basic Skills Through Service-Learning
Jennifer Emerling Bone, Colorado State University 61

### Individual Community Action: An Experiential Practicum in Argument and Civic Engagement
Leila Brammer & Sara Wolter, Gustavus Adolphus College 67

### Making a Connection with the Community: Service-Learning and the Persuasive Speech
Renee Laney, University of Phoenix; Trudy L. Hanson, West Texas A&M University 74

### Broadening Horizons and Speaking in Public: The Experience of Service-Learning
Michael J. Sharp, The University of Cincinnati 83

### Giving and Receiving: Debate Tournament Judging as Service-Learning in an Argumentation Course
Margaret L. Wick, The College of Wooster 93
Section 3: Experiential & Service-Learning in Relational Communication

Reaching Out to the Community in a Basic Interpersonal Communication Course: The School Buddies Mentoring Project
Scott Smithson, Purdue North Central

“Hi, My Name is Nancy. Who are You?” Simulating Relationship Initiation and Maintenance
Nancy Curtin-Alwardt, Millikin, University

A Case for Doing Oral and Family Histories with Elders: Service-Learning in Family Communication
Donna R. Pawlowski, Creighton University; Carol J. Bruess; University of St. Thomas; Linda B. Dickmeyer, University of Wisconsin-La Crosse

Improving our Environment: Using Service-Learning in the Nonverbal Communication Course
Jessica Mallard, West Texas A&M University

Exploring a Sense of Place: Experiential and Service-Learning Opportunities for Students in Environmental Communication
Tracylee Clarke, California State University Channel Islands

Constructivist Listening for Reflection, Integration and Action
Gayle R. Yamauchi-Gleason, Presidio Graduate School

Conflict Hike: An Exercise in Experiential Learning
Janet Colvin, Utah Valley University

Experiential Learning for Group Communication: Volunteering With Habitat for Humanity
Marcella LaFever, California State University Stanislaus

Measures of Group Success
Mary Pilgram, Washburn University

Experimenting with Experiential Exercises: Organized Chaos
Leeva Chung, University of San Diego

Producing Change in the Local Community
Michael R. Elkins, Indiana State University

Communicating Chaos in a Box
Leah M. Omilion & Colin R. Baker, Wayne State University
Section 4: Experiential & Service-Learning in Intercultural Communication

Symbiotic Learning Experiences for Intercultural Communication and English Foreign Language Students: An Approach to Motivate Students to Speak and Write in Intercultural Contexts
Wen-Chi Vivian Wu, Providence University, Taiwan; Deborah Whitt, Wayne State College 216

Service-Learning in the “Away-From-Campus” Context: Lessons, Experiences, and Practical Wisdom from the Hawaiian Ke Kula Ni’ihau O Kekaha School Projects
Carol J. Bruess, Debra L. Petersen & Kevin O. Sauter, University Of St. Thomas 229

Integrating Broadcast Education with Service-Learning in Intercultural Communication: Enhancing Skills While Broadening Minds
Lenette Golding & Donald Rubin, University of Georgia 237

Service-Learning in an International Context: Video Production in Guatemala
Betsy Blosser, San Francisco State University 245

Conversation Partners: An Intercultural Experience
Emily Plex, Western Oregon University 254

Communicating Common Ground: An Intercultural Communication Service-Learning Activity
Eddah Mutua-Kombo, St. Cloud State University 263

Learning to Listen: Choice of Imperative for Intercultural Communication In the Community
Priya Kapoor, Portland State University 271

Section 5: Experiential & Service-Learning in Leadership & Organizational Communication

The Coolbook Project: Connecting Service-Learning, Teamwork, and Leadership Communication
Hui-Min Kuo & Lea P. Stewart, Rutgers, The State University of New Jersey 278

Alternative Spring Break in the Leadership Communication Course
Marisa F. Fink, Marist College 295
Organizational Who’s Who
Leah M. Omilion & Colin R. Baker, Wayne State University 300

Stakeholder Relations in the Social Environment, A Simulation: Detroit and General Motors
Leah M. Omilion & Colin R. Baker, Wayne State University 308

Increasing Feedback Opportunities: Learning the Ropes Together
Kimberly Cuny & Hema Yarragunta, University of North Carolina at Greensboro 316

The Communication Consultant Corps
Roy Schwartzman, University of North Carolina at Greensboro 327

Service-Learning Assignment: Teaching Communication Skills To Women Escaping Abusive Situations
Brian Richardson, University of North Texas 342

Best Practices in Experiential and Service-Learning in Communication Writing Letters of Solicitation: Securing Donations for Non-Profits
Janet Rice McCoy, Morehead State University; Jeanette L. Drake, Kent State University; Calvin Lindell, Morehead State University 346

Section 6: Experiential & Service-Learning in Public Relations and Mediated Communication

Best Practices in Service-Learning: Creating Impressive Documents for Community Partners
Susan Waters, Missouri State University, Springfield 350

Service-Learning in the PR Campaigns Class: Using Wikis as an Interaction, Reflection, and Assessment Tool
Corinne Weisgerber, St. Edward’s University 370

Assessing Service-Learning to Improve Instruction
Sally Blomstrom, Embry-Riddle Aeronautical University; Hak Tam, University of California, Santa Barbara 379

Volunteering for a Local Political Campaign: Creating Civic-Minded Citizens
Jennifer Brubaker, University of North Carolina – Wilmington 392

Conducting Communication Research for the United Way: Providing Students with a Variety of Learning Experiences
Elizabeth Tolman, South Dakota State University 398
Writing the Historical Feature Article: A Focus on Veterans
Janet Rice McCoy, Morehead State University; Jeanette L. Drake, Kent State University 405

Political Communication and Citizen Journalism: An Experiential Learning Project
Leslie Reynard, Washburn University 411

Research Informed Development for Interactive Media: Engaging Students with their Audiences Enhances Learning
Jennifer George-Palilonis, Michael Hanley, Vinayak Tanksale, Ball State University 426

Section 7: Experiential & Service-Learning in General Communication or Capstone Courses

Service-Learning in the Capstone Course: Adopting the American Red Cross
Rebecca J. Dunlao, East Carolina University 436

Critiques and Commendations: Exploring Service-Learning through Diverse Viewpoints and Open dialog
Beth Eschenfelder, The University of Tampa 444

Connecting and Collaborating Through Collage
Joy L. Hart & Kandi L. Walker, University of Louisville 451

Incorporating the Experiential Essay in Communication Courses
Cynthia A. Suopis, University of Massachusetts-Amherst University Without Walls 458

Rapping About Climate Change: Using Creative Communication to Transform Attitudes and Increase Learning
Maura Troester Nunez & Brett Robbs, University of Colorado at Boulder 463

“We Shall Overcome”: Narrating the Challenges of the Early Civil Rights Movement in Southeastern Louisiana
Suzette Plaisance Bryan, Amber Narro & Joseph E. Burns, Southeastern Louisiana University 470

Author Biographies 483