**How Do I Know?**

**Student #1: “Positive”**

**Student #1 Pre:** The student was complaining about the 10 hour time commitment that was required for the Service Learning (SL) project, even though she liked the idea. Because she was not yet exposed to SL in English curriculum in the past, she took this as an extra-curricular activity when it was not. However, she anticipated this SL experience would be “extremely” rewarding, reflecting back from her past volunteer experience. Unfortunately, she failed to see the relevancy between the SL experience and the course itself [ENG101].

**Student #1 Post:** After the SL experience, the student stated that, “ever[y] professor should encourage their students to do [SL]” because the experiences [after all, the student choose to do two SL projects, despite the fact that she complained about 10 hour commitment] helped her confirm her passion of working in a hospital setting, rather than an animal shelter. She learned that working with animals is no longer what she loves to do, even though she loves animals [you can read more in depth from her SL reflection paper that is attached to this submission]. Now, she can “clearly” see the relevancy between her SL experience and this course.

**Student # 3: “Positive”**

**Student #3 Pre:** The student saw the time management value and the opportunity to practice when he learned about the SL project. He mentioned that SL had been the most interesting project he had ever received from an English class. Nevertheless, he did see the relevancy between his SL project and this course, because he needed to communicate with multiple agencies [each student was asked to come up with their top three agencies of their choice, then to start communicating with them both in written and in verbal by using proper English mechanics: Spelling, Grammar, and Conciseness].

**Student #3 Post:** The student stated that he gained his self-confidence and time management skills after gone through his SL project. Additionally, he said that he was able to develop a deeper sense of sympathy towards those who are less fortunate than he was, the people that he met during his SL experience. He also was able to see the practical aspects of applying his SL experience by using his oral communication skills, as well as his writing and critical thinking skills. Therefore, he felt the relevancy between his SL project and this course.

**Student # 4: “Positive”**

**Student #4 Pre:** Although he saw the value of his SL project, he complained about 10 hour time commitment like his fellow classmates. Therefore, he was showing sort of obligated and vague excitement about his upcoming SL project. He was not exactly able to see the relevancy between his SL project and his writing objectives, even though he admitted that my curriculum - that he experienced up to that point - helped him with his writing and thinking more intentionally about his contribution back to the community.

**Student #4 Post:** The student gained the specific knowledge about irrigation system from his SL experience in sustainability practices. He said, “The Service Learning assisted my decision in which degree I am going to major in.” Therefore, he clearly saw the relevancy between his SL project and this course.

**Student # 10: “Positive”**

**Student #10 Pre:** The student expressed her concern about the 10 hour time commitment as she is a single mom with three young children. She stated that that would be still manageable, however. She also conveyed the general sense of excitement of what she was about to do. However, she failed to recognize the relevancy between her SL experience and ENG101 writing course.

**Student #10 Post:** The student felt that it was important to participate in the SL project, for she saw how negative situations turned into positive, while she was job shadowing. During this process, she was able to develop sympathy of what police offers were doing for us [in particular, sacrificing themselves for citizens like us]. Additionally, she observed the general applications of how her SL experience would give her fellow classmates more inspirations to work in the field of the interest (FOI).

**Student # 11: “Positive”**

**Student #11 Pre:** The student was relatively optimistic about the SL experience that she was about to do. However, she failed to see the relevancy between her SL experience and this course.

**Student #11 Post:** After experienced her SL project, she was able to see the relevancy between the SL project and this course.

**Student # 14: “Positive”**

**Student #14 Pre:** The student liked the idea of doing her service learning. However, she was feeling uneasy because she was not yet invited to come do her SL from any of her chosen agencies at that time. As a mature adult learner, she clearly saw the value of networking and job shadowing in her field of interest (FOI). She was most excited about to learn, “what a career in Sustainability looks like” as she was ready to experience that after she wrote the [Compare & Contrast] research paper that was required in my course by practicing on her own from how to narrow her major choices down to how to perform informational interviews.

**Student #14 Post:** The student was “happy” to volunteer for 10 hours, as her part of ENG101 assignment, because she gained both new network and hands-on experiences in her chosen field. Because of her SL experience, the student was able to ‘master’ a specific task, however small or big. Additionally, she learned [all] tasks are equally important and need to be completed with the attention to detail. She said, her SL experience taught her the importance of using proper language and subject-matter knowledge in sustainability. Therefore, she definitely saw the relevancy between her SL project [as a research project in a real world] and her writing course.