



Course name: **DEV 0010, 0012:** Reading
Division: Liberal Arts, Communication, & Social Sciences (**LCS**)
Project: Book Sort
Community Partner: Wesley Community Center

LEARNING OBJECTIVE

Students had to demonstrate oral reading fluency for their projects. They were then tasked to define what literacy is, and also to build up their vocabulary skills. Students were tasked with creating age appropriate learning activities to the children they selected books for, creating additional supplemental materials for them.



PROJECT DESCRIPTION

The Service Learning project took place at the Wesley Community Center. The activities selected included a book for a child from books donated by Project Read and Compassion first. Students practiced reading their book, outside of class and during class in preparation for the creation of an audio recording of the book. After this was completed, students created learning activities to go with the books. The book, activity and CDs were placed in a zip-lock bag and given to Wesley Community Center for use in their after school program. Time involved—this project required between four and six hours per student. Some students spent more time, depending on the complexity of their book and the complexity of their activity.



RESULTS

Students improved oral reading skills and confidence in students' ability to communicate orally. They also recognized the importance of community in terms of literacy and its impact on society. Participating in the project created unique learning activities designed for each of the books; demonstrated skills that developmental study students are often not expected to show, that is an ability to think outside of the box when given a challenge. Students also developed a sense of community within the classroom. As one student put it, "I would stop to help any of my classmates if I saw them struggling."

OUTCOMES

Classes that complete service learning are more cohesive. The students develop relationships and support each other in the learning process. Because of this project, the students visited the library to do their recording. This helped them to connect to one of the many excellent resources that the college has to offer. While students are individually recording their books, I get a chance to have a dialogue with the remaining students about their college experience. This gives me a chance to know my students and to find out what they are feeling. Student responses suggest that they too are benefiting.



Profiles can be viewed online at ctl.sinclair.edu

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