

# Sample Proposal

## Quest for Community Conference

*This proposal was presented at the 2007 Quest for Community: A Call to Action Conference and exemplifies the format, length, and information needed to successfully evaluate a proposal for the 2008 conference. Please take note that no mention of presenter names or affiliation is expressed in this application; all such identifying information should only be included on the first page of the application, which is not included in this sample.*

### Presentation Information:

Changing the Hearts and Minds of a Community One Student at a Time

Presentation Title

Computer, projector and screen

Technology needed for presentation

### Target audience(s):

- Students
- Faculty
- Staff

### Presenter(s) is (are):

- Student(s)
- Community member(s)
- Faculty/Staff

### Preferred Format:

- Individual Presentation
- Panel Presentation
- Workshop
- Performance

### Preferred Time Frame:

- 15 minutes
- 45 minutes

### Abstract (limit to 50 words below):

This presentation will focus on “the role of higher education in making change and transforming communities.” Two faculty members will discuss changes students have undergone in courses that integrated service learning projects with the freshman common text, *The Eagle’s Shadow: Why America Fascinates and Infuriates the World* by Mark Hertsgaard.

### Narrative (limit to 500 words below):

This panel presentation will tell the story of how individual students’ attitudes toward people from other cultures and socio-economic groups were transformed through the study of the common reading for first-year students and their participation in service learning projects focused on encounters with diversity.

Two liberal arts learning communities completed projects during Fall 2006 that centered on the freshman common text, *The Eagle's Shadow: Why America Fascinates and Infuriates the World* by Mark Hertsgaard. The first service learning project focused on pairing English composition students with ESL students to serve as conversation partners. Students in the English composition class helped the ESL students hone their conversational English skills, while the ESL students helped the composition students enlarge their perspectives of the world and the way the United States is seen outside its own borders.

The second service learning project examined the generosity of Americans through a one day food drive. Students enrolled in a learning community that focused on the social sciences partnered with The Foodbank's Good to Go Backpack project to collect over 2,600 pounds of food for children on free and reduced lunch. Through the project, students reflected on the meaning and impact of wealth in American society, while at the same time, challenging their own thoughts about service to the poor.

Further details about the planning, implementation, and assignments for each project will be described by the faculty members. Students from each class will also be invited to talk about their experiences with the respective projects and how the service learning projects brought "real world issues" to life and had an impact on their attitudes.

At the end of the panel presentation, the presenters will extend to the audience a call to action. Those present will, of course, be invited to comment on and ask questions about the courses and projects. The presenters will then ask the audience to break into groups. Each group will be asked to identify a text/reading and service project that could be paired in a particular course to offer students the opportunity to experience the transformation made possible through an encounter with diversity. Groups will then report on their plans.