

**Proposed Service Learning Projects for Third Year  
Fall Semester  
English Composition II**

English Composition II instructors have made the problem of diabetes the subject for the required research projects in the course. They believe they have made the problem of diabetes the focus of the course while still meeting all of the course objectives. Students are researching and writing individual papers on some aspect of the problem of diabetes on the reservation. In addition to writing individual papers, students are also working in small groups as partners with one or more community groups that address local needs relating to the problem of diabetes. The students are assisting the agencies in meeting the agencies' objectives. With guidance from class instructors, the students and their partners are choosing activities that will provide students with opportunities to develop critical thinking, writing, leadership, and oral communication skills. Each student is required to be a part of at least one public presentation.

**Andrew Johnson, Associate Professor of Arts and Humanities**

**Email: [ajohnson@tm.edu](mailto:ajohnson@tm.edu), Phone: 701-477-7862, Extension 2106**

**Peggy Johnson, Assistant Professor of Arts and Humanities**

**Email: [pjohnson@tm.edu](mailto:pjohnson@tm.edu), Phone: 701-477-7862, Extension 2105**

**Fine Arts and Aesthetics**

Students in the two Fine Arts and Aesthetics classes will engage in a community service learning project with the Wellness Coalition on the Turtle Mountain Chippewa Reservation. The project will bring forth awareness of the problems related to diabetes throughout the reservation. The students will form specific groups that will design and create wall hangings that will depict imagery relating to diabetes and good health. The wall hangings will then be given to community members of the Wellness Coalition, who will quilt them. They will then be displayed within the community and at the Wellness Conference, which is an annual event held each year in July.

**Cynthia Jelleberg, Assistant Professor of Art**

**Email: [cjelleberg@tm.edu](mailto:cjelleberg@tm.edu), Phone: 701-477-7862, Extension 2092**

**Introduction to Sociology (SOC 110)**

Students in Misti Wuori's two sections of Introduction to Sociology (SOC 110) will plan, design, and conduct self-administered survey questionnaire projects on two topics related to diabetes. Students have already studied basic questionnaire design and designed individual questionnaires on a topic of their choice this semester. This project will further introduce students to the steps involved in conducting a community-focused questionnaire research project.

Each class will design a separate questionnaire document based on a planning class session. Students will work collaboratively to design questions and approve the survey instrument. Then, students will distribute questionnaires through a convenience sample of TMCC classes, as well as to their networks of family and friends. Results will be entered in a spreadsheet and provided to the TMCC statistics class for analysis. Introduction to Sociology students will then use analysis results to discuss and brainstorm community program and intervention needs, as well as other sociological dimensions

related to diabetes care (including demographic changes, social class and poverty issues, etc.).

**Misti Wuori, Adjunct Faculty (speech, sociology, humanities)**

**Email: [mwuori@hotmail.com](mailto:mwuori@hotmail.com), Phone: 701-477-7862, Extension 2084**

### **Introduction to Coaching**

In Shane Martin's Introduction to Coaching class, the students are learning about techniques and philosophies of training and coaching. These students will be able to go out and conduct sessions with students, which will actively involve them in training and physical activity that best fits their needs in athletic situations (sports specificity). Students in the class are learning how to help those that need the help with physical activity. Later in the semester, the students will be involved in some outreach type exercises to help promote community wellness, possibly working with students from the Composition II classes who will be doing presentations in area schools.

**Shane Martin, Anishinaube Wellness Center Director/Adjunct Faculty**

**Email: [smartin@tm.edu](mailto:smartin@tm.edu), Phone: 701-477-7862 extension 1151**

### **Spring Semester**

#### **Human Anatomy and Physiology**

One objective of the Human Anatomy & Physiology class states that by the end of the course "Students will be able to demonstrate an understanding of the human endocrine system." Since the endocrine system plays a major role in diabetes, students will use the knowledge they acquire in the course to assist agencies that are educating people about the problem of diabetes. Students will form partnerships with appropriate agencies and with guidance from the instructor and community partner, they will choose a specific activity, such as creating educational materials, doing an oral presentation, or creating a board game.

**Dr. Scott Hanson, Associate Professor of Science**

**Email: [shanson@tm.edu](mailto:shanson@tm.edu), Phone: 701-477-7862, Extension 1011**

#### **Multicultural Education, Leadership, and Community Engagement**

Service learning concerning the problem of diabetes fits well into the Multicultural Education, Leadership, and Community Engagement course, as it helps satisfy North Dakota standards, which include "develop[ing] the ability to work with parents, home school and community" and "apply[ing] principles of theories to real world situations such as in schools and classroom settings." With these goals in mind, students in the Multicultural Education, Leadership, and Community Engagement class will study the problem of diabetes from a global perspective. They will then use a thematic approach to the topic of healthy eating and living, employing a variety of perspectives—historical, sociological, religious, economic, and psychological—to gain an understanding of the myriad factors that have influenced lifestyle choices on the reservation and contributed to the problem of diabetes.

Once students have an understanding of the problem and ways to address it, they will establish partnerships with local schools and other agencies to develop educational materials that they and others can use to encourage positive behavioral changes while recognizing and being sensitive to the issues that influence behavior. In keeping with the

objectives of the course and the Elementary Education Department, students will use an intergenerational approach that targets children, parents, and elders, as well as school personnel.

**Dr. Ann Brummel, Associate Professor/Elementary Education Director**

**Email: [abrummel@tm.edu](mailto:abrummel@tm.edu), Phone: 701-477-7862, ext. 2107**

### **Native American Children's Literature (Online)**

During the spring semester, students in Native American Children's Literature will be required to write a contemporary Native American children's story or book that pertains to diabetes or promotes a healthy lifestyle. For example, the story may be about a child who is worrying about how he can share his birthday cake with Grandpa, who is a diabetic. Students will be encouraged to share their stories when they do another required project in which they share Native American books with a classroom or daycare in their area or during special events at the college, such as the Day of the Young Child or College Awareness Day.

**Peggy Johnson, Assistant Professor of Arts and Humanities**

**Email: [pjohnson@tm.edu](mailto:pjohnson@tm.edu) Phone: 701-477-7862, Extension 2105**

Faculty who had projects in classes during the fall semester will also be doing service learning projects during the spring semester. In some cases, the projects may change. For example, students in the Fine Arts & Aesthetics class in the spring will be doing a dramatic play titled *Sunday Evening at the Warbonnet* by Bruce Bird King. The play, which will be performed for the community, will be adapted to include issues relating to diabetes on the reservation.

In addition, a number of other adjunct instructors as well as full-time faculty have indicated a willingness to work with community leaders to include some service learning activities in their courses. Detailed plans for these classes are not yet complete. Possible classes that will be involved include several physical education classes and a psychology class that are taught by adjunct faculty and a statistics class that is taught by a full-time instructor. Many of the service learning activities for these classes will be interdisciplinary projects.