presentation while I spoke, but I included both pictures and blank slides on which I could write as if on a blackboard (using the stylus and my touch-screen laptop). If you've ever looked at the famous flipped lessons on www.khanacademy.com, you'll get the idea; this technology allowed me to "teach" in a video much as I would in a class.

As Nancy did with *Midnight Magic,* I wanted to provide multiple touch points for girls reading the novel, so I recorded a screencast of about four minutes that introduced the work, then asked girls to pause and restart the video in the middle of the book and again at the end. While I mentioned themes, I focused on language, encouraging our students to consider the shifting language of this intricately wrought character a bit more carefully. I ended with an invitation to students to chat with me about the book when they returned to school in the fall.

Final Thoughts

Our bridge between technology and reading remains under construction; we're asking students for feedback, learning new technologies from one another, and discussing ways to improve the interactive experience for next summer. We're excited about the starting place technology offers our students as young readers, however. It's also a guide to what we might do in classes and in our teaching during the year to draw students into the books we love. The key components—choice, engagement, motivation, and ownership—are available to us in ways they never have been before, and have raised not only our students' excitement about summer reading, but our own.

Dual Enrollment: Democratic and Participatory Action in the Composition Classroom

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Now, more than ever, the majority of jobs for which universities educate are what Robert Reich calls "symbolic analytical services." This includes "all the problem-solving, problem-identifying, and strategic-brokering activities" found in global communities of scientists, engineers, lawyers, bankers, and consultants of all varieties (177). For me, a participatory action-based composition classroom (founded on service-learning principles) offers students opportunities to prepare for the world Reich envisions. This skillful type of action allows students to engage with the world, cultivate knowledge and become participants in their own learning.

Initially reconfiguring my First-Year Composition (FYC) classrooms in the fall of 2008, I employed participatory action in the creation of public literacy documents, which then circulated students' writing. The course required students to interrogate, evaluate, or possibly create Registered Student Organizations (RSOs). All of their major writing assignments revolved around investigating, reporting on, describing and evaluating their chosen student organization or organizational venture. After presenting the rationale for this work at the Conference on College Composition and Communication (CCCC's) in San Francisco in 2009, a colleague and I conducted a participatory-action workshop at the 2010 CCCC's in Louisville. At this time, I was also living in Arkansas teaching a dual enrollment composition course at a rural, private K-12 school. This article charts the participatory action in which my students engaged while adhering to democratic principles of collaboration.

Theoretical Background

Cooper and Julier claim a service-learning project dedicates itself "to reclaim[ing] its commitment to social justice and social need, to responsible—indeed passionate participation—in a just political order, and to a communal sense of shared destiny" (14). When students work as concerned citizens, it provides them with lessons in "developing civic discourse, moral thinking, and ethical reflection" (11). I argue then that a participatory action-based composition classroom best fits the definition of "affective labor" or labor that is productive of sociality itself: "Ethically committed students—students engaged, that is to say, in meaningful practices of obligation to others—have greater opportunity [...] to develop as more proficient writers" (Cooper and Julier 7). Additionally, students engaged in promoting issues they find compelling recognize themselves as part of the democratic process and "enhance their capacity to live fully and deeply" (hooks 22). Students create an invitation to

rhetoric through their deliberation and public literacy, and in the process, gain a sense of agency when they see their written work "as it circulates through linked moments of production, distribution, exchange and consumption" (Trimbur 196). Participatory action in the composition classroom allows writing to become performative.

What's more, students, who produce written documents advancing their individual interests, also tap into their underlife: "the activities (or information games) individuals engage in to show their identities are different or more complex than the identities assigned them by organizational roles" (Brooke 142). Our application of pragmatic engagement in the classroom allows students to grow as individuals and concerned citizens as they "re-immerse conversation in its social medium" (Bruffee 7). Sharing their writing involves students in Cooper and Julier's proposed democratic model of public discourse where "the dissemination of information, open and understandable to all, invites civil debate of important issues" (9). Participatory action in the composition classroom calls for students to engage with the world through involved, problem-solving experimentation. And in the end, students become those who were once taught to those who now teach "us[ing] language and literacy to challenge and alter circumstances of daily life" (Cushman 12).

A Progressive First-Semester

In my FYC course at the small Arkansas school, students made up a common Advanced Placement (AP) class. After I presented them with my participatory action syllabus, we realized there was a snag. There were no student organizations. The school offered athletics (including cheerleading), but that was it. No problem. We simply modified the syllabus a bit and still used public literacy and democratic action to develop issues. Over the course of a year, I wanted my students to learn ways of presenting and executing solutions through participatory action and discover how a circulation of their writing could help them achieve their goals.

Starting the first semester, students wrote a 500 word "Service Narrative" essay discussing a time when they had participated in a community service. While my students were all keen to the core reward of serving—taking a role in the community—they were merely participants in their service activities. They were not agents who identified concerns, proposed solutions and facilitated discussions. As such, this first essay allowed students to reflect on and discuss their reasons for serving, who they were serving and how their community values were tied to the needed service. With this essay, students reevaluated their roles in the community and began to situate themselves as community participants with experience and agency.

For the next assignment, I intended for my students to develop an understanding of how public literacy functioned in the design of community engagement. A descriptive, observation essay required students to find a local volunteer organization (i.e. the humane society, their school's parent volunteer group, the local food pantry, a Goodwill or Salvation Army center) and observe an event held by that organization. Students were required to describe activities happening during the event. Additionally, however, I wanted them to find nuance in their subjects. Who were the people involved in the service? Were they workers or recipients of the service? How did students identify with the workers and recipients? What kinds of relationships were revealed—between the workers, recipients of the service and students—through the literacy documents present at the function (i.e. signs, posters, flyers and so on)? These questions help students identify the different rhetorical contact zones that exist for different communities and how those communities interact through multiple contact zones (Canagarajah 173). For this writing assignment, I suggested students visit the event, leave, and revisit the event later in the day noticing changes that had occurred. Were the volunteers/workers the same? What changed? What didn't? Were signs changed? Were signs added? Removed? Why? Why not? Through this questioning, I hoped students would gain new perspectives of their subjects and of the totality of service.

Writing Assignment Three: "A Letter to the Local Public" required students to contact (through e-mail or by telephone) the same organization they had observed in order to conduct an interview. The main goal of the interview was to determine how the organization used writing as a tool for meeting their service goals. The organization's audience, message, and how the message reflected the values of the organization were central questions, but it was just as important that students asked themselves questions: How did they respond to the organization's values and their strategic use of writing? Had student perceptions of the organization changed? How so? If not, why? Through this paper, students made connections between themselves, their audience, and the organization's mission. Thus, they enhanced their letter of concern or appeal letter to the local public. This call to action started the circulation of student writing and an exploration of their agency.

For their final assignment of the first semester, students created a persuasive brochure of 500 words advocating volunteering. The brochure needed to include works cited while also organizing textual and visual elements. Before they could start, however, students needed to decide who should volunteer and why

audience members should volunteer for the organization they were representing. Students needed to provide a brief (yet astute) discussion of the research they were conducting—in proposal form—which also needed to include a clear statement underscoring the practicality of their brochure. Once the proposal had been written, students then translated the information and placed it into a brochure putting their plan—of recruiting volunteers—into action. Through this process, students were encountering various problems and finding solutions to them. They worked through the arduous task of research, revised their proposal to fit the conventions of a short, informative and persuasive brochure and simultaneously addressed issues surrounding the organization. Finally, through the distribution of their public document, students were situated in the democratic process.

Enhancing the performativity of writing, this classroom allowed students to propose solutions to real-world problems. In return, students were also provided opportunities to engage in the local public of their campus.

A Democratic Second Semester

In keeping with our democratic action, the class decided what direction the second semester argument course should take. The major assignments included a 750 word rhetorical analysis, a collection of web-log posts (1000 words), and two researched arguments (one 1800-2000 words and a final researched argument of 3500 words) both of which would be reworked as newsletters. For their arguments, I let the class know I wanted them to identify an issue that would require them to participate in some sort of action at their school. They were obviously required to argue why the action needed attention, and they needed to propose a solution for the action. Ellen Cushman, in her article *The Rhetorician as an Agent of Social Change,* asserts that "one way to increase our participation in public discourse is to bridge the university and community through activism" (7). For our course, this was the foundation for the civic-activist who reached out to their everyday and local community: the school. Using public documents and participatory action, the focus of the course was a group project arguing for the creation of student organizations.

The short researched argument was exploratory in nature aiming to identify possible student organizations. Arguments advocated a paintball club, an art club, a music club, a debate club, a recycling club, a gardening club, and a campus litter patrol club. In the end, students believed an art club or a recycling club would be the best choice. Art projects were only offered to the elementary students at their school, and if others were not involved in athletics, there was little for them to do. Students also believed recycling was important because of the environmental aspect, close proximity to recycling plants and the high consumption of canned beverages on campus. Working together, students bridged the two topics of recycling and creating an art club. They decided recycling would help start and possibly sustain the funding of an art club.

Once we were ready to start the group project, a division of labor was necessary in order to navigate our work. For this, tapping into the underlife was my strategy. Facilitating collaborative classrooms, we can encourage "social interaction [and] information games" (Brooke 142). When teachers create clear and specific objectives for small group, problem-centered discussions, personalities emerge. Creative thinkers and practical thinkers coalesce. Leaders and entrepreneurial dispositions surface and energetic youth seizes opportunity. Through our classroom activities, students emerged as Number Crunchers for the project, Liaisons between faculty, administration, parents, and the student body. And the strongest personalities served as Presenters.

In their weblogs, Number Crunchers wrote about the logistics of starting an organization and how they could create some best practices. After monitoring can accumulation during lunch for one week, they predicted (with a measuring stick) how many cans were thrown in the trash on a daily basis. They also factored in those that were disposed during campus activities (basketball games, football games, picnics, and so on). Their tally: 15,000 cans during one year resulted in approximately 1000 pounds of aluminum. With aluminum selling at the rate of ¢0.60 per pound, the proposed art club could generate $600 dollars per year. Students also figured that at $3.35 per gallon of gas, it would cost roughly $10 per month to drive the 52 mile recycling plant round trip. Also mindful of aluminum recycling drives, students were anticipating significant increases in the amount of aluminum they collected. In the end, they projected a $500-600 dollar yearly return after deducting all of their expenses. They would place their revenue into a free checking account requiring the head master's signature.

The Facilitators weblogs discussed presentations and assemblies they were scheduling. They also showed drafts of letters they were writing to encourage faculty, staff, parents and administration to share in the student's vision. Students discussed the brokering of gathering trash cans donated for the specific use of can disposal, and through soliciting volunteers via the blog, they organized "Can Monitors" during lunch and at school functions. Through this action, students were actively engaged in promoting change. They were preparing the youngest at the school to begin recycling at school, transforming their recycling habits at home, and they were teaching adults new practices.

Facilitators also incorporated the use of the custodial staff. These staff members helped collect cans not disposed of properly and kept the cans collected behind the school until the students were ready to haul them away. My students were creating a culture of participation.

Helen Dale writes, "...no one ever writes alone, because writing is the result of our interactions with the world. What each of us speaks or writes expresses not just individual values and beliefs, but also those of the cultural context" (18). During an assembly, the Presenters illustrated Dale's writing activity by co-authoring a presentation for upperclassmen, which promoted the recycling initiative. While the assembly was a simple proposal to generate interest among the upperclassmen, smaller descriptions of the program were also necessary to include all of the students. This required Presenters to tailor presentations specific to the multiple audiences' needs (from kindergarten to 12th graders) and bring those presentations to each class: a total of 8 different presentations were shared in the web-logs.

To finish out the final semester, benefits of the recycling program were a central component of the student's final researched papers. They promoted civic responsibility to create a heightened sense of community engagement among the local community of school administration, parents and students, and they presented a final, revised overview of the recycling proposal arguing how it opened the door for future initiatives. There was a discussion of how phases of the proposal would increase community involvement and coherency among different groups in the community, thus uniting a once segregated community. Final arguments also disclosed the benefits of utilizing already available resources i.e. existing staff and parent groups to keep overhead costs low, thus, leading to the success of the recycling—and future—programs. Students' participatory growth also sparked arguments for creating a fully self-sustaining campus.

Conclusion

Asking students to take on a classroom role different than that found in the "teacher-as-lecturer, student-as-passive-learner educational system" (Brooke 141) helps teachers become "one who himself is taught in dialogue, [and students] while being taught also teach" (Cushman 19). Maybe none of the work I've mentioned here guarantees students will practice service outside of the classroom, but it opens the door for such possibilities. I also understand the argument that service-learning initiatives last only as long as the service hawk remains on campus. Has the recycling club continued after I left? It lasted for one year. The students I shared my time with during 2010-11 are now in college. They're all smart and industrious. Does that mean my work helped them in their current academic pursuits? Maybe. Did my infectious vigor for service simply guide my students toward making the choices they made? Possibly. Should any of my limitations cast doubt into the promise of participatory action as a focus of high school or first-year composition work? I hope not.

Throughout the course of the year, my belief in service-learning and participatory action was strengthened. Providing opportunities for students to engage with the world, cultivate knowledge, and become participants in their own learning while making discoveries about themselves helps them prepare for the world and embrace their agency instead of simply relinquishing it to the status quo.

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