

**Analytical Summary – GLCP 6**  
**Preparing “academic citizens:”**  
**Service-learning in Research Universities**  
**By Phyllis Mentzell Ryder**

This article was written by Phyllis Mentzell Ryder. She is an Associate Professor of Writing, University Writing Program at George Washington University.

In this article, Ryder strived to explain about how service-learning—as the public-making strategies—correlated with an academic writing for research in Universities. Why does the author claim if the program is so important? As stated in her article’s introduction, research on K-12 service learning programs revealed that students who participate in the program are more open-minded and more active in community work or social life than those who do not participate in such classes. Moreover, students develop better problem-solving skills, understand complex ideas more fully, feel more connected to their schools, and receive higher grades on content area tests (p.17). A different study also proved that when college students take service-learning classes, they have better attitudes, skills, and more understanding of social issues (p.17). Thus, success in students’ social life will make them successful in their study (Strayhorn 2012).

Furthermore, she illustrated that there is a prejudice in society about how University is a sacral, a closed place and have no connection with the “real world”; University activities are considered to have not enough contribution to improve society. University only produces

theories yet they have no or less useful to society. There is a gap in knowledge and understanding between society and the University. As a response for that prejudice, Ryder believed that the service-learning program in academic work could be a bridge between the University and the “real world”. Connecting academic work with community work will give benefit to both University and community. For the community, they will get help and support to solve their problems efficiently from academic members which expert in their fields. For the academic community, all problems faced by society can be a chance for a new research or knowledge and to get a better understanding of their disciplines. Moreover, for students whose writing and research projects based on a community work, grew more as writers and felt more engaged with their studies. Students were more receptive to feedback and more engaged in their work (p.18).

According to the author, this article’s goal is to teach academic writing in such a way that students recognize it as public work (p.18). To support her arguments, Ryder used **community-based research**, a research—either individually or collaboratively—that may be commissioned by community, or it may be developed in response to community’s need. In this article, the author proposed an approach to help students to develop an academic writing so it can be used as public-making strategies by divided it into several components, which are purpose (what creates the need for this work?), agency and capacity (who can do the work?), and interdependence (with whom do they do this work?) (p.21-22). With this way, the author claimed that the scholarly article still maintains the academic’s value and at the same time, reflect the needs of community.