

# Reflections

Fall Semester 2022



Khalid Moussa is a student in ENGL 2100: Technical Writing.

## ***Giving Comes Full Circle***

by Khalid Moussa

I would like to start by stating what the International Rescue Committee (IRC) did for me, as one of many refugees who relocated to the United States, I cannot show how much gratitude and respect I have towards the IRC. Since day one, IRC has been the backbone of my family, with our housing needs, transportation needs, utilities, and every need possible.

Ever since I was little, my parents used to say, “If you don’t show gratitude towards others, you’re not grateful for what you have.” With that mentality, I had to show gratitude. The best way to do that is to go back and to help. So the last year of my high school I went back to the IRC and interned with them, and it was an amazing feeling. I was in a situation helping people like me 5 years ago. I can’t imagine how that involvement influenced my life and my choices; it gave me great understanding, and planted the seed in me that I have to give back no matter the situation. It made me understand the value of community and the power of involvement.

With the newly found approach to life. I went ahead and started attending Salt Lake Community College, with a great longing to be an advocate for peace and understanding. I wanted to be involved in Salt Lake Community College in any way possible to help people, so I went ahead and started working at the Office of Diversity and Multicultural Affairs. With this job it opened many doors of opportunity, and I was lucky enough to be the president of a dying club, the Global Connections Student Leadership Club, with the help of Dr. Kamal and ODMA’s full support. I rewrote the mission statement of Global Connections to be for understanding and to be for the community. With that mission statement, it brought a lot of attention, involvement, and diversity. We hosted one of the biggest events in Salt Lake Community

College, The Taste of Diversity, and on November 9th we hosted another understanding event, The Hijab Forum, in response to discrimination or misunderstandings student faced. I couldn’t be prouder to see the result of community engagement as well as being an advocate for peace and understanding.

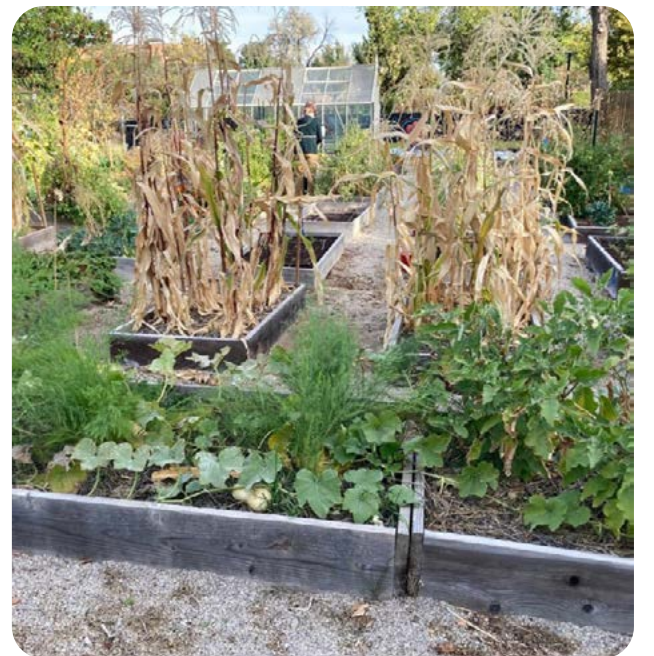
## ***Intersectional Queerness: Redefining Community in a SLCC Alt Break Experience***

by Harlem Naegle

This semester I had the opportunity to participate in SLCC’s Alternative Fall Break, and I was able to use my experience for a service-learning project in Technical Writing. The focus was intersectional queerness, and we centered our service around community engagement, partnership building, queer visibility, and queer education. Intersectionality is how one’s identities intersect/overlap to create unique dynamics and experiences of privilege and discrimination. It is important to understand and acknowledge intersectionality in the queer community in order to build a more inclusive and understanding culture.

On the first day of the break, we engaged in partnership-building. SLCC works with many organizations across the valley and maintaining a strong, mutually beneficial relationship with these organizations is important. We met with the Pride Center and had a volunteer orientation and a few presentations on community resources and ways to engage. I learned that in the queer community it is important that different identities have visibility so that people feel comfortable entering queer spaces. For example, if you are a queer person interested in joining a support group, you may find it intimidating if you don’t see anyone if the group that looks like you or shares your experiences. It would be much easier to join said group if you saw someone to whom you could relate.

It may not sound like it ties into the theme of intersectional queerness, but we winterized the SLCC Redwood Community Gardens on day two. In 1965 there was a grassroots organization called Vanguard, which consisted of queer homeless youth living on the streets of the Tenderloin (San Francisco). Their main objective was to improve their quality of life by improving the community around them, and the second day of service was inspired by their actions. Along with winterizing the gardens, we harvested everything we could before the cold weather hit, and the food was taken to the bru-



SLCC Redwood Community Gardens

# EWLS Reflections Fall 2022

in pantry to be distributed.

The third day consisted of a fun little queer history tour of downtown SLC. Our group leader, Peter, believed it was important for us to understand that we are “standing on the shoulders of giants” when it comes to queer activism in the valley. So, we learned about important queer figures in Utah history and had the chance to see where important events happened. The tour came to an end at a new gay bar that was still under construction and had a meaningful discussion with the owners about what can be done to create a safe and inclusive space that welcomes queer intersectionality.

Educating yourself about a community is very important if you want to help in a meaningful way. Now that the break is over, I have a better understanding of how I can engage with my community in a mutually beneficial way—and have a new understanding of my privilege. I think very highly of the Alternative Break program, and I would highly recommend it to my peers.



Yoga Forward Founder Denise Druce

## Technical Writing Engaged Learning Meets Yoga Forward

by Erik Harding

Yoga Forward is a non-profit organization that brings yoga to places that can hugely benefit from it. They have programs in the prison, in schools, and in the LGBTQ+ community. Yoga Forward does not focus on bringing classes into these places, but instead they focus on giving scholarships for people to take a yoga teacher training. Their goal is to teach the teachers and have a ripple effect in the community.

I helped Yoga Forward with grant writing and document organization. There was a grant that Lebo M-Goad was currently working on which I helped finish. After enough proofreading, we turned to organizing some of the files and documents for Yoga Forward. Because Lebo has been the director for less than a year, there was quite a bit of organizing to do with various documents and files. There are a lot of places where old names and statistics were used that had to be updated. It was a lot of menial but meaningful work.

I had a good experience taking the service learning option for Project Two. I helped out Yoga Forward with various office tasks including writing grant applications, organizing digital files, and a tiny bit of content writing that might be used on the website. I got to work with Lebo M-Goad, who is a friend of mine, and we got to know each other a little better.

Scheduling the time to do the work was a slight challenge since I rely on public transit. The peer reviews were challenging since it was not obvious that I had taken the service learning route. Overall, it was not too daunting, and felt very rewarding because I was helping a real-life cause instead of a hypothetical cause. There was more stress and pressure that I put on myself since this was not a hypothetical cause, but it was nothing bad or overwhelming.

I definitely enjoyed how real this project was. Even with the original option of writing about ethics, this project feels very real and practical. It was very empowering to feel like I was making a difference in something that matters. I enjoyed reviewing other people's projects as well. I loved seeing how each person's passion showed through into their project.

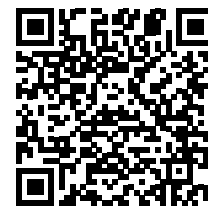
If I had more time, I would simply help more! We got a lot done, but there is so much more to do with Yoga Forward. A lot of files need to be organized, drafted, or revised. I wish I had the time to go back and help more, but that is not likely before the semester ends. There seems to be an endless amount of technical writing to do in the world.

## Celebrating Student Success!

by Lucy Smith

We celebrate the success of community-engaged learning students and ePortfolio excellence at the Engaged Learning Celebration each year. The next celebration will be held on February 10, 2023, from 11:30 a.m.-1:00 p.m. At the Engaged Learning Celebration this year, one of the students we will recognize is Fatumo Hussein. This student participated in community-engaged learning in ENGL 1010 and 2010 through Jason Roberts. Fatumo is a refugee from Somalia and, therefore, speaks Somali. Fatumo is very engaged in her community, and she focused on providing translation services for other parents at a local school. Fatumo's services helped parents engage with their child's education and also helped her gain English reading and writing skills. Deciphering the meaning and messages between groups in multiple languages also helped her increase her critical thinking. Fatumo is currently in pre-med health sciences and wants to be a physician.

The Engaged Learning Celebration is held in a hybrid format. In-person attendance is limited, but an unlimited number of people can attend via Zoom. Join us and hear from Fatumo first-hand: <https://slcc-edu.zoom.us/j/87330736759?pwd=VU5rdDZBST-N4Z1ZjWkdVcHRjbHp4dz09>. Passcode 179515



CREATE A COMMUNITY-ENGAGED LEARNING DESIGNATION PROPOSAL

HIGHLIGHT SERVICE WORK IN RANK & TENURE DOCUMENTS

DISCOVER A HIGH-IMPACT PRACTICE (HIP)

ALIGN WITH THE SLCC CIVIC LITERACY STUDENT LEARNING OUTCOME

INTEGRATE SERVICE IN THE ACADEMIC CURRICULUM!

## COMMUNITY-ENGAGED LEARNING FACULTY DEVELOPMENT COURSE

ONLINE COURSE MODULES OPEN  
JANUARY 23 - MARCH 31, 2023  
JUNE 12 - AUGUST 4, 2023

FACILITATORS: JESSICA BERRYMAN & LUCY SMITH

Course topics include:

- Community Engaged Learning, HIPs & learning outcomes overview
- Community partnerships
- Civic literacy
- Critical thinking, reflection, and civic responsibility
- Assessment

Register through: MySLCC/Employee/Register for Training/Office of Learning Advancement

\*adjunct faculty must take the course to be eligible to submit a Community-Engaged Learning Designation RPF

FOR QUESTIONS CONTACT:

Lucy Smith Engaged Learning Director  
lucy.smith@slcc.edu  
(801) 967-4688  
Redwood Campus, CT 252  
[www.slcc.edu/service-learning/faculty](http://www.slcc.edu/service-learning/faculty)

ENGAGED LEARNING

## About Reflections

Reflections is a newsletter for and about community engaged learning published twice a year by the SLCC ELWS Department. We welcome submissions on student experiences, faculty perspectives, pedagogical insights, community partner engagement, civic involvement, staff profiles, and upcoming events.

Send photos, events, posters, or articles to: [elisa.stone@slcc.edu](mailto:elisa.stone@slcc.edu)

Faculty Editors: Elisa Stone and Daniel Baird

Student Editor: KaylieAnn Brown