Purdue Journal of Service-Learning and International Engagement (PJSL)

**Student Author, Writing Mentor and Reviewer Guidelines for Submission Type:**

**PROFILE INTERVIEW**

**This guideline is intended to:**

1. Direct the student author(s) and writing mentor/interviewee through the writing process.
2. Assist the assigned reviewers in assessing content and providing feedback to the author(s).

**Description of Submission Type**

*Profile Interview* is an approximate 1500 word composition, authored by one or more undergraduate, graduate, or professional program students, that describes and reflects on a Purdue teacher’s use of service-learning (SL) as a teaching methodology, their personal and professional engagement activities, as well as their impact on the community and student learning.

**Abstract Proposal Submission**

The first step in the process is to submit an abstract proposal to the PJSL website at <http://docs.lib.purdue.edu/pjsl/>. The abstract proposal is used to determine if your content meets the journal’s aim (to advance civic engagement through scholarly work) and falls within the journal’s scope (real-world experiences that meet community needs). It is a concise synopsis of your article and should be no longer than 300 words. Include 1-2 sentences in the following areas: 1) introduction to the teacher, 2) description of their course or service involving students, 3) description of their community partner(s), 4) impact on the community or students. You will be notified within 2 weeks as to whether your abstract proposal was accepted.

**Primary Content Areas of Article**

Your article should contain the following content areas. Address the statements in the *Writing Guidelines* (found below) when composing content on the *PJSL Writing Template.*

1. Title Page
2. Abstract with Student Bio Sketch
3. Body of Article with Section Headers
4. Faculty member biography
5. S-L course(s) and/or engagement with students
6. Community partners
7. Student and/or community impact
8. Reflection and conclusion
9. References
10. Acknowledgements

**Submission**

Article submission

* Use the *Writing Template* when submitting your first complete draft to the PJSL website. The template is located on the PJSL website.
* Indicate where your photos with captions, figures and/or tables are to be placed within the article.
* Submit using the same article number assigned to your abstract.
* Your first complete draft is sent to reviewers within 2 weeks of submission.
* Reviewers are generally provided two weeks to provide feedback and request revisions.
* Authors are generally given 7 days to complete any revisions and resubmit.

Photo guidelines

* Photos should be at least 300 dpi, a minimum of 4 X 6 inches in size, and in JPEG or PNG format.
* Upload photos to the PJSL website as “Additional Files” with captions typed in the “Description” area.
* The author(s) declares whether they own the photos on the PJSL website. If the photo belongs to someone else, the *Photo Permission Form* OR e-mail permission from the photo owner must be submitted as an “Additional file”.

**Writing Process Checklist**

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| **SECTIONS** | **CRITERIA** |
| Faculty Biography | * Provides personal background on faculty member
* Provides professional background information (Include Purdue affiliation or title, college and department.)
* Describes faculty’s teaching background.
* Describes faculty’s experiences with service-learning such as how the faculty became interested in SL, learned about SL pedagogy and started using SL pedagogy?
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| Service-learning Course(s) and/or Student Engagement | * Describes the faculty’s motivation for involving themselves in the community, including past experiences that paved the way for their current SL/engagement.
* Describes the faculty member’s current course or student engagement activity. Provides their SL course name/number/content description. Identifies the primary objective of their course or student engagement.
* Explains why they chose to employ SL pedagogy to teach this course and what specific course objectives were best addressed through use of SL.
* Discusses any challenges or barriers the instructor faced.
* Explains how students were prepared for a SL experience.
* Describes how the faculty member ensured that students made connections between their SL experience and the coursework.
* Presents challenges/barriers the students encountered when participating in the course activities.
* Describes the assessment/evaluation of students, especially in terms of student impacts/benefits
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| Community Partners | * Describes the community partner, including their location, background information and mission/purpose.
* Provides a demographic description of the clients served.
* Describes community needs, how they determine the community partner’s needs, and how the specific project or service opportunities were generated (community partner, faculty mentor, and/or student).
* Describes challenges/barriers when working with this community partner or their clients, and strategies to meet these challenges.
* Discusses how the community partner ensured their service is sustainable after the experience.
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| Impact on Students and the Community | * Describes how the faculty member measures student success, including both tangible and intangible outcomes.
* Describes how they measure community engagement success, including tangible and intangible outcomes.
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| Reflection and Conclusion | * Discusses how the use of SL pedagogy affects their relationship with students? Gives any advice to students about this experience.
* Provides advice for other faculty members who want to use SL.
* Describes ways that reciprocity can be enhanced (mutual benefits to the community partner and the student).
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| Additional Requirements | * References are presented both in the text and in a reference list at the end of the article using APA format.
* Acknowledgement is provided at the end of the article to those who supported the work, e.g., writing mentor, faculty project supervisor, project peers.
* Article is written using the PJSL template.
* Grammar and punctuation are appropriate.
* Sections flow well from paragraph to paragraph (i.e., tells a story).
* Placement of photos, tables and/or figures are indicated within the text.  (ex. *Insert Figure 1: caption)*
* Photos have captions. (ex. *Figure 1: caption)*
* Figures and tables are appropriately titled and numbered. (*Figure 1, Table 1, etc.)*
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