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Rev. Peter-Hans Kolvenbach reminds us, as teachers, that we should concern ourselves with “who our students become”; we must encourage our students to live the *magis*. Teaching allows me to provide my students with opportunities to serve – to pursue the *magis* – through writing. I “live justice” through their self-discovery and their dedication to our community.

Whether they choose the service track in my service-learning classes or not, all of my students serve. Students in my Effective Writing course write short essays, games, and book recommendations to create a newsletter, *Tunbridge to Reading*, for Tunbridge Charter School in Baltimore. They also publish another newsletter devoted to incoming Loyola first-years, *New Hounds*, which offers student-to-student advice about living and studying at Loyola. Students in my Rhetoric course develop a campus-wide awareness event, “One Question,” to connect the Loyola community with our neighbors with disabilities. I offer assignments, advice, and grades – in return, my students work together, decide how to address their audiences, write, and realize the difference their writing makes.

Realizing the power of their voices, a previous Civic Literacy class that served Baltimore Reads, an adult literacy

organization, was so moved by meeting and talking with their students that they asked me to write an additional assignment – an extensive proposal to Loyola’s President – advocating for a community partnership. They completed an in-depth *additional* assignment. These students became united in service.

Just recently, The Arc Maryland asked one of my students to testify on behalf of young adults with disabilities and funding for Maryland’s Transitioning Youth program. She had written a powerful piece for them, from a class assignment, and went to Annapolis, Maryland’s state capital. Before the House Budget Committee, she advocated for others – and just today I learned that the promised funding would be provided. She said to me, “I can’t believe this all started with one little writing assignment.” She has become an advocate.

An alumna, who served Baltimore Reads and The Arc Maryland, wrote so effectively that her letter was the only one from our project to receive a response from Maryland’s Governor. This graduate serves in the Loyola’s York Road Initiative now and works with me as my Messina Administrator mentor. She has become extraordinary.

Providing opportunities for our students to connect with others, to experience “contact” accompanied by “concepts,” encourages them to reach for the *magis*, to become their best selves. I have been privileged to live justice alongside our innovative, compassionate, and dedicated students.