CIEE Global Institute Buenos Aires, Argentina

Course name: Service-Learning Project  
Course number: (GI) SVCL 3701 BAAR  
Programs offering course: Open Campus Buenos Aires  
Open Campus Track: All Tracks  
Language of instruction: English  
U.S. semester credits: 3  
Contact hours: 15 Class Hours, 100-120 Service Hours  
Term: Fall 2019

Course Description

This course is designed to expose students to the successes, challenges and opportunities that exist in the community through service-learning and volunteer projects. The Service-Learning Project combines a practical community-based project with a CIEE Seminar and is designed to challenge students to combine their course-based learning with practical experiences in relevant community-based projects. The project consists of a new project (or an extension of an existing project) that meets the demonstrated need of a local community organization. Students are required to develop a diagnostic plan and to produce a full project proposal that will be reviewed for approval by a service-learning committee by the end of the previous academic block of study. The project will include a community needs-assessment, data collection, and final presentation. Students will work in local organizations for a total of 100-120 contact hours. The service-learning seminar covers the core service-learning principles of engagement, reflection, reciprocity, and public dissemination.

Learning Objectives

Students will:

- Understand how to interact with community members in culturally appropriate ways.
- Enhance communication skills through dialogue with community members and institutional partners.
- Acquire real-life, practical project management skills.
● Develop empathy for community issues and inhabitants.
● Enhance their critical understanding of community engagement and partnerships.
● Observe the outputs and impacts of community programs and projects.
● Understand the deeper context of issues through community learning.

Course Prerequisites
Spanish communicative skill will be required for service hours.

Methods of Instruction
This course is designed to challenge students to bridge and draw upon the knowledge they have obtained through coursework and practical experiences. 15 hours of seminar will lay the foundation for critical thought on civic responsibility and community partnership and the role of the self within the community. Experiential learning allows students to build upon that foundation, and within the volunteer organizations students will identify a need, design and complete a full project proposal for approval. Each student will complete 100-120 service hours.

Assessment and Final Grade

1. Class Participation 20%
2. Weekly Online Discussion-Board Entries and Field Observations 10%
3. Final Project Presentation 20%
4. Final Research Paper 30%
5. Field Supervisor Evaluation 20%

Course Requirements

Weekly Online Discussion-Board Entries and Field Observations
Students are expected to critically reflect upon their experience. Guided by weekly assigned topics, students will discuss as a group their observations, challenges and reflections on their service within the community.

Final Project Presentation
Each student will present their project in a 15-minute final presentation. This presentation will highlight the objective of the project / program, the challenges, strengths, outcomes and suggestions for improvement. Members of the community will attend the event to provide feedback and support.
Final Research Paper
The final research paper will give a critical analysis of student experiences in the field. Within the paper, students will give a clearly defined assessment of community needs and assets upon which the project is based; an explanation of how the project benefits the community in question; a critical review of the relevant literature or embedded knowledge that supports, informs, and pertains to your project; and an appropriate and clearly described methodology.
For practical-based projects, a detailed explanation of the project planning and design should be given, and the findings and their implications should be discussed clearly and unambiguously. Furthermore, the paper should give a description of the extent to which the project has been accomplished and sustainability measures have been implemented. Any results that may have emerged already from the project should be discussed. Organization and presentation of the report are also graded.

Field Supervisor Evaluation
At the end of the project, supervisors will give an evaluation of students’ professionalism, conduct, input and participation within their respective service sites.

Participation
Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy
Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.
Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.
For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided. Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; <strong>written warning</strong></td>
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<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion.</td>
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**Weekly Schedule**

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.
Week 1
1.1 Introduction: expectations in Argentina.
Students will be introduced to the concept of service learning and civic responsibility. They will elaborate ideas of what the expectations in Argentina are and discuss what is understood for solidary service-learning in Latin America? An activity on the importance of observation will help students introduce themselves in the expectations for the course. They will also learn about the community projects and within the first week, meet their field supervisors.

Due: Meet with Supervisors within first week.
Readings: “Ten tips for a wise volunteering choice” article.
Jacoby, B (2015); Chapter 1.

Week 2
2.1 The Politics of Community and How It Affects Service Learning.
Students will discuss what does volunteering in the 21st Century in Argentina means. A social/action research will be done including field note taking. The concept of human subjects will be discussed and the way to understand and apply ethical principles. Students will be introduced to the concepts of quantitative and qualitative research.

Due: Weekly discussion 1 & proposal for research projects.

Week 3
3.1 Elements of a Community.
Students will discuss the readings and address the question of what is a community. They will learn how different communities work and see the specific situation of communities in Buenos Aires. Concepts of intercultural communication will be handled through discussion activities.

Due: Weekly discussion 2 & proposal for presentations.
Readings: “White tourists burden” article.
Week 4
4.1 Forms of Service.
Students will discuss how consideration and collaboration work in a given community. They will also meet and interview local community decision makers and discuss programs in place. They will also receive an oral presentation skills workshop for their assignment.

Due: Weekly discussion 3; outline for final research paper & research on guest speaker.
Readings: Eyeler & Schmiede (1996). (pp 47-56)

Week 5
5.1 Local Community Organization Initiatives.
Students will learn and discuss how the power of the community works. They will understand and debate the role of the community on the national interest.

Due: Weekly discussion 4.

Week 6
Final Presentations.
Students will make their final oral presentation. A group discussion panel will work to debate on the addressed topics. Final feedback and closure will help students assess their development throughout the course.

Due: Research Paper & Final Oral Presentation.

Course Materials

Mandatory Readings


White tourists burden: https://haas.stanford.edu/sites/default/files/whitetouristsburden.pdf

Optional Readings

Dunlap & Webster (2009). Enhancing Intercultural Competence through Civic Engagement


**Online Resources**
- Ashoka. [https://www.ashoka.org/es](https://www.ashoka.org/es)
- Campus Compact. [https://compact.org/](https://compact.org/)
- International Partnership for Service-Learning and Leadership. [https://www.ipsl.org/us](https://www.ipsl.org/us)
- CLAYSS: [www.clayss.org.ar](http://www.clayss.org.ar)
- Michigan Journal of Community Service Learning. [https://quod.lib.umich.edu/m/mjcsl/](https://quod.lib.umich.edu/m/mjcsl/)