



## CIEE Beijing, China

<b>Course title:</b>	Service Learning
<b>Course number:</b>	ANTH 3002 BJCH / CMBL 3001 BJCH
<b>Programs offering course:</b>	Beijing Sustainable Development
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	15
<b>Term:</b>	Spring 2020

### Course Description

This course combines a seminar-based, theoretical component (15 hours) with a practical community service component (100-120 hours). The theoretical portion of this course offers an introduction to different schools of thought regarding leadership in community service and incorporates the core principles of academic service learning: research, engagement, reflection, reciprocity, and public dissemination. The practical portion of the course provides students the opportunity to work with a community-based organization in an already existing program or project related to sustainable development. The course aims to build a sense of global civic responsibility while addressing community-identified needs. Contact hours: 15 hours (class), 100-120 hours (service). Credit: 3 semester / 4.5 quarter hours.

### Learning Objectives

- Consider the ethical aspects of service and immersive learning
- Identify and analyze cultural dimensions in organizational behavior
- Analyze own intercultural skills
- Compare teamwork and interpersonal interactions in different cultures
- Develop empathetic understanding and awareness of ethical issues to adopt in cross cultural settings
- Compose a paper project and formulate creative thinking

### Course Prerequisites

None. All service learning placements require that students challenge themselves to communicate in Chinese to the extent possible.

### Methods of Instruction

The class will include some traditional class sessions (lecture, discussion), possible guest lecturers, intercultural discussions and debates, outings, and participant-observation in the activities of our partners. Active dialogue and involvement in all volunteer activities is expected of all students, and encouraging student reflection on these activities (e.g. through the keeping of a diary) is part of the pedagogical approach.

### Assessment and Final Grade

1.	Participation:	25%
2.	Reflective record keeping:	25%



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| 3. | Topic presentation:                      | 20% |
| 4. | Final paper based on student experience: | 30% |

### **Course Requirements**

Student requirements are as follows: attendance and active participation in class and as a volunteer; preparation of required readings; maintenance of a diary and reflective notes. There will also be a presentation on a theme related to themes of the class, and a final paper reflecting on student experience. The final paper will be 8-10 pages.

#### **Class participation (25% of Final Grade)**

Your participation in the course is partially measured by your presence in class on a consistent basis. Students are expected to complete the assigned readings before every lecture. Incorporating your learning from the reading is expected in your final research project. Physical attendance alone does not help students earn the full 25%. This portion of your grade takes into account:

- Offering comments and posing questions. Each week, bring at least one question about the assigned readings that you would like the entire class to discuss. Show that you have read and thought about assigned readings, relating them to previous weeks and to the course's larger theme. Actively discuss and respond to the readings and also to your classmates' and instructor's interpretations.
- Citing specific passages of the reading assignments. As you are reading, take notes on central themes, details you think you need to know, and questions that come to mind. Bring your notes and assigned readings (either books, printouts, or e-versions) to class each week, and be prepared to mention the page numbers of passages that particularly interest you.
- Attendance and punctuality. It is essential that you attend each weekly session; there is no way to make up or recreate our discussions. Being punctual, including returning from breaks on time, shows respect to your classmates and instructor. As per CIEE academic policy I must deduct points: you will lose 2% for every unexcused absence, and 1% every time you are late.
- Late papers are deducted 5% if they are 1 day late. Every subsequent day we will deduct an additional 1% from the assignment grade. Or you may use the \*jolly coupon\* to receive a 24-hour extension for papers. You may also choose to use the coupon for one free absence from class.
- Respect others in the classroom: Please do not work on your presentations, readings, homework, Chinese homework, diaries, emails, Skype, WeChat etc. in the classroom during class. This is very distracting to those who are presenting (including your teacher), and is incredibly rude. This will affect your participation grade, 2% subtracted each time.
- According to the University of Colorado Boulder's useful standards: "Plagiarism is defined as the use of another's ideas or words without appropriate acknowledgment. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to



document distinctive ideas from a source; fabricating or inventing sources; and copying information from computer-based sources, i.e., the Internet.” If you are discovered to have plagiarized, you will automatically fail the class.

**Reflective Record Keeping (25% of final grade)**

Keep a daily diary of your activities (i.e. when you serve write down experiences and reflections: thoughts in diary can also be written on non-working days)

- At the end of each two weeks, utilize the Holistic reflective model to reflect and submit a summary of your reflections based on your experiences in a report.
- Each summary should be not more than 1000 words.
- You will be required to submit your diaries of your experience at the end of your service learning. Again applying the concept of the holistic reflective model

Note: this exercise commences from the first day of your service learning project

**Topic Presentation (20% of final grade)**

The topic will be given based on the service you take. The presentation will be graded based on the following rubric.

Category	Scoring Criteria
Organization (15 points)	The type of presentation is appropriate for the topic and audience.
	Information is presented in a logical sequence.
	Presentation appropriately cites requisite number of references.
	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.
Content (35 points)	Technical terms are well-defined in language appropriate for the target audience.
	Presentation contains accurate information.
	Material included is relevant to the overall message/purpose.
	Appropriate amount of material is prepared, and points made reflect well their relative importance.
	There is an obvious conclusion summarizing the presentation.
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).
	Speaker uses a clear, audible voice.
Presentation (25 points)	Delivery is poised, controlled, and smooth.
	Good language skills and pronunciation are used.
	Visual aids are well prepared, informative, effective, and not distracting.
	Length of presentation is within the assigned time limits.
	Information was well communicated.
Innovation (25)	Level of creativity in presenting the topic
	The concept of sustainability is explained thoroughly with the topic
	Adequate history and background about the topic is given (also



	time period, dates)
	Adequate examples and case studies are used (more marks for Chinese case study)
Score	Total Points

**Final Report (30% of Final Grade)**

You should utilize reflection, critical reflection and reflexivity (Holistic reflective model) on your service learning project and its relation to your final sustainability aspirations. Please find ways to integrate your experience, thoughts and concepts encountered in your readings during the course into your final report. Maximum of 3000 words

**Weekly Schedule**

**Week 1      What is service, and where is the learning in it?**

Readings:

Ward 1999. Why Is Service-Learning So Pervasive in Environmental Studies Programs?”, p.1-12;

Nurcan Atalan Helicke 2014, Learning and promoting urban sustainability: environmental service learning in an undergraduate environmental studies curriculum;

Sandro Carnicellia 2017, The promotion of social justice: Service learning for transformative education

**Week 2      Record keeping for learning and reflection**

Readings:

Janice Bassa, 2017 Development of a Model of Holistic Reflection to facilitate transformative learning in student midwives;

Linda Finlay 2008, Reflecting on ‘Reflective practice’;

Winter 1999, The ABCs of Reflection: A Template for Students and Instructors to Implement Written Reflection in Service-Learning

Assignment due: first reflective record summary

**Week 3      Service learning from an inter-cultural perspective**

Readings:

Xu 2010. Comparing the differences and commonalities between service-learning in the USA and social practice in China”, p.235-247;



Rural China Education Foundation (RCEF) Service Learning Handbook

**Week 4 Why service learning is bad – What to expect and how to mitigate**

Readings:

John W. Eby 1998 (“Why Service-Learning Is Bad”)

Assignment due: second reflective record summary

**Week 5 Chinese non-governmental sector**

Readings:

Jing 2015. (“Between Control and Empowerment: Governmental Strategies towards the Development of the Non-profit Sector in China”, p. 589–608)

**Week 6 Chinese workplace culture**

Readings:

Liu et al. 2013. (“Ethical leadership and job performance in China: The roles of workplace friendships and traditionalism”, 564–584)

Assignment due: third reflective record summary

**Week 7 Topic presentations**

Assignment due: final report submitted before 5pm of this Friday

**Course Materials**

***Readings***

Bassa, Janice. “Development of a Model of Holistic Reflection to facilitate transformative learning in student midwives.” *Women and Birth* 30.3(2017): 227-235

Carnicellia, Sandro. “The promotion of social justice: Service learning for transformative education.” *Journal of Hospitality, Leisure, Sport & Tourism Education* 21.B(2017): 126-134

Eby, John W. “Why Service-Learning Is Bad.” *Learning March* (1998): 1–10.

Finlay, Linda. “Reflecting on ‘Reflective Practice.’” *PBPL Open University* 1.1 (2008): 52.

Helicke, Nurcan Atalan. “Learning and promoting urban sustainability: environmental service learning in an undergraduate environmental studies curriculum.” *Journal of Environmental Studies and Sciences* 4.4(2014): 294-300



Jing, Yijia. "Between Control and Empowerment: Governmental Strategies towards the Development of the Non-profit Sector in China." *Asian Studies Review* 39.4(2015): 1-20

Lam, Sara et al. Rural China Education Foundation (RCEF) Service Learning Handbook. 2013.  
<https://www.in.edu.hk/osl/conference2013/output/8B/1.%20Diane%20GENG%20-%20RCEF%20Service%20Learning%20Handbook.pdf>

Liu, Jun et al. "Ethical leadership and job performance in China: The roles of workplace friendships and traditionality." *Occupational and Organizational Psychology* 86.4(2013): 564-584

Ward, Harold. *Acting Locally: Concepts and Models for Service-Learning in Environmental Studies*. AAHE's Series on Service-Learning in the Disciplines. Washington: American Association for Higher Education. 1999

Welch, Marshall. "The ABCs of Reflection: A Template for Students and Instructors to Implement Written Reflection in Service-Learning." *NSEE Quarterly* 25.2(1999): 22-25

Wood, Cynthia. "Community Impacts of International Service-Learning and Study Abroad: An Analysis of Focus Groups with Program Leaders." *Partnership* 2.1(2011): 1-23.

Xu, Ruifang. "Comparing the differences and commonalities between service-learning in the USA and social practice in China." *Education Citizenship and Social Justice* 5.3(2010): 235-247