CIEE Global Institute – Cape Town

Course name: Service Learning Project
Course number: (GI) SVCL 3701 CTSA
Programs offering course: Cape Town Open Campus
Open Campus Track: All Academic Tracks
Language of instruction: English
U.S. semester credits: 3
Contact hours: 15 Class Hours 120 Service Hours
Term: Spring 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. Through partnerships with organizations and institutions students will contribute meaningfully to the community while at the same time developing valuable skills and insights.

Students will be assigned to either a new or existing project. In addition to the required service hours and class hours, students are required to develop a diagnostic plan, a community needs assessment, a data analysis, and a final presentation and paper.

Service Learning Projects might be in one the following areas in partnership with local organizations and institutions, though the final assignment will be determined once students are on site and will depend on factors including students' experience and qualifications and the availability of projects:

Conservation and the environment

Assist in areas such as urban ecology within or around Cape Town and take practical action to improve the environment and manage urban habitats.

Community Program Support

Through partnerships students will have the opportunity to engage in creative programs in the community Students will support various tasks needed by the partner organization. This can come in the form of preparation for events and programs, administrative support, research or workshop / event support.

Social Justice

By partnering with institutions such as churches, clubs, governmental, and local non-governmental organizations that tackle social justice issues, students not only contribute values and attitudes of a democratic society but also learn the critical functions of organizations for social equality

Learning Objectives

By completing this course, students will:

- 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

None

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 seminars 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 120 service hours.

Assessment and Final Grade

1.	Class Participation	20%
2.	Weekly online discussion board entries and field observations	15%
3.	Final Project Presentation	20%
4.	Final Research Paper	25%
5.	Field Supervisor Evaluation	20%
	TOTAL:	100%

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 must be between 1875 and 3750 words and 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. An appropriate and clearly described methodology. For practical based projects, explain in detail project planning and design. Findings and implications of the findings. The findings should be discussed clearly and unambiguously. For practical based projects, a description of the extent to which the project has been accomplished and sustainability measures that have been implemented. Also discuss any results that may have emerged already from the project. Organisation and presentation of report is 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:

Percentage of Total Course Hours Missed	Equivalent Number of Open Campus Semester classes	Minimum Penalty
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; **written warning**
More than 20%	3 content classes, or 5 language classes	Automatic **course failure**, and possible expulsion

Weekly Schedule

List your schedule of classes below for the full term, including orientation, holidays and scheduled program trips. Ask the Resident Director for program dates before scheduling classes. If there are required course related co-curricular activities in addition to regularly scheduled classes, be sure to indicate that these are required. These can be listed by course session or by week. Ensure that all exams, assignments, and readings are also included on the dates they are due.

Week 1   **Introduction**

Service Learning and civic responsibility

Expectations

The importance of Observation

Community Projects Introduction

Meet Your Field Supervisor

Week 2   **Politics of Community and How it Effects Service Learning / What is Volunteering in the 21st Century**

Social/ action research including field note taking

Human Subjects: Understanding and applying ethical principles

Quantitative and Qualitative research

Proposals for Projects

Week 3   **Elements of a Community**

What is a community?

Intercultural communication

Proposal Presentations

Feedback from Students

Week 4   **Forms of Service**

Consideration and Collaboration in the community

Interview: meet local community decision makers and discuss programs in place

Oral presentation skills workshop

Week 5   **Local Community Organization Initiatives**

Power of the community

Role of the community on the national interest

Week 6   Final Presentations

Panel Discussion

ciee.org

Readings

Dunlap & Webster 2009, Enhancing Intercultural Competence through Civic Engagement

Eyeler & Scmiede 1996, A Practitioner's Guide to Reflection in Service Learning Student Voices and Reflections

Freire, P. 1970. Pedagogy of the Oppressed. London: Penguin

Gibson, N. 2004. "Action Research" In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), The SAGE Encyclopedia of Social Science Research Methods. (pp. 5-7). Thousand Oaks, CA: Sage Publications, Inc. doi:
http://dx.doi.org/10.4135/9781412950589.n4

Hammersley, M. 2004. "Reflexivity". In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), The SAGE Encyclopedia of Social Science Research Methods. (pp. 934-936). Thousand Oaks, CA: Sage
Publications, Inc. doi: http://dx.doi.org/10.4135/9781412950589.n829

Jacoby, B 2015, Service-Learning Essentials. San Francisco:Jossey-Bass

Platt, J. 2004. "Participant observation" In M. Lewis-Beck, A. Bryman, & T. Liao (Eds.), Encyclopedia of social science research methods. (pp. 798-800). Thousand Oaks, CA: SAGE Publications, Inc.
http://dx.doi.org.ezproxy.uct.ac.za/10.4135/9781412950589.n692

Shaffir, W. 2004. "Fieldnotes" In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.),
The SAGE Encyclopedia of Social Science Research Methods. (pp. 387-389). Thousand Oaks,
CA: Sage Publications, Inc.
doi: http://dx.doi.org.ezproxy.uct.ac.za/10.4135/9781412950589.n338

Stanton, T.K. 2000. Bringing Reciprocity to Service-Learning and Practice. Michigan Journal of
Community Service Learning.Special Issue: 119-123.

The British Psychological Society. 2010. Code of Human Research Ethics
http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf

Online Resources

Ashoka

Campus Compact

International Partnership for Service-Learning and Leadership

Michigan Journal of Community Service Learning