Community-Based Learning (CBL) Courses • Spring 2015

In addition to involvement through the BCSL’s numerous co-curricular programs, and thanks to our innovative faculty members, students at Oberlin College have the opportunity to experience community service and/or community–based research integrated with academically-rigorous credit-bearing opportunities through Community–Based Learning (CBL).\(^1\)

**Community–Based Learning (CBL)** courses bridge the gap between communities and colleges, and offer high quality learning experiences through increased interdisciplinary thinking and enhanced critical thinking skills. As students work in their local community, they also make personal connections, build workplace skills, explore possible careers, and reflect upon the numerous connections between curricular and co–curricular learning.

**AAST 281 Practicum in Tutoring**
Mr. Booker Peek, Booker.Peek@oberlin.edu
Each student chooses the days, times, subjects, and age groups when she/he is available to tutor black and other children. They critique the professor’s demonstrations and analyze the Master Tutor Concept, which challenges the racist argument of black inferiority and examines the possibility that most children, regardless of race, are endowed genetically with the potential of doing ‘A’ work in school and scoring 2100 plus on the SATs. Tutoring transforms and empowers child/tutor.

**ARTS 041 Visual Concepts and Processes: Art and the Environment**
Ms. Nanette Yannuzzi, Nanette.Yannuzzi@oberlin.edu
Students will be introduced to a number of artists whose ideas and work are influenced by their interest and concern for the environment. We will work in both two and three dimensions using found, recycled and borrowed materials. An introduction to basic building techniques and tools will assist students in their ability to express their ideas. Readings, research, field trip and critiques are a required part of the course. Field trips are required.

**CINE 284(F) / 284(H) Apollo Outreach Initiative Workshop**
Ms. Rian Brown-Orso, Rian.Brown@oberlin.edu and Mr. Claudio Orso-Giacone, Claudio.Orso-Giacone@oberlin.edu
Surrounded by computers, video games, and cell phones, children often have little chance to use media to express themselves or connect with their communities. Today's kids are tomorrow's storytellers, and to become responsible citizens in a digital age they need tools to communicate through text, image, and sound. We'll explore community outreach models and media education projects, lead a video poetry residency at Langston Middle School, and prepare the Apollo Outreach Initiative's Summer Media Workshop.

**EDUA 101 Language Pedagogy: The Theory and Practice of Teaching and Learning Languages**
Ms. Kim Tungseth-Faber, Kim.Faber@oberlin.edu
What does it mean to know a language? And how do you teach languages effectively? Encouraging students to look at language in new and revealing ways, this course provides an introduction to the field of applied linguistics and language pedagogy. The course includes a practicum in which students work as teachers or tutors in the language(s) of their competency, including English. Spanish-speaking students who are selected will work in SITES. Open to all students, regardless of linguistic background. Application and interview required prior to admission.

**EDPR102 SITES: “Spanish in the Elementary Schools”, Spanish Teaching Practicum**
Ms. Kim Tungseth-Faber, Kim.Faber@oberlin.edu
This co-curricular Spanish teaching practicum is offered for variable credits (1-2) to students who have successfully completed EDUA 101 and are approved to continue teaching in the SITES program. Every credit represents a weekly time commitment of approximately 3 hours (including 1 hour of teaching). Prerequisite: EDUA 101. Enrollment Limit 80.

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\(^1\) Community–Based Learning (CBL) is defined by the Oberlin College General Faculty Committee on CBL as a pedagogy in which faculty members integrate community-based research and/or community service in guiding students to meet the academic goals of a course. (The committee also notes that the best practices of CBL include opportunities for orientation, reflection, evaluation and even celebration when possible)
DANC 390(H) / 390(F)  
**Essence Dance**  
Ms. Adenike Sharpley, Adenike.Sharpley@oberlin.edu  
This course is designed to promote and develop creativity in dance performance through the Black experience. A variety of dance forms will be used such as: modern, Afro-forms, and Black urban vernacular dances. Students are expected to purchase costumes.

ENVS 101  
**Environment and Society**  
Mr. John Petersen, John.Petersen@oberlin.edu,  
Ms. Sarah Knuth, Sarah.Knuth@oberlin.edu and Mr. Darrick Evensen, Darrick.Evensen@oberlin.edu  
An introduction to social, economic, technological, and political aspects of environmental problems with emphasis on major theorists and ideas that have influenced the environmental movement. Different schools of thought on the relationship between humankind and nature will be discussed with the aim of providing students with a broad understanding of issues, causes, and possible solutions to the array of environmental problems.

MUED 300  
**Teaching Music to Adolescents**  
Ms. Jody Kerchner, Jody.Kerchner@oberlin.edu  
The teaching and organization of music classes in the middle and senior high school. Includes consideration of performance and non-performance classes, and implications of the National Standards for the Arts. One-hour laboratory experience required each week throughout the semester. All music education majors develop functional playing skills on guitar; a proficiency test must be passed.

RELG 387  
**Seminar: Religion and U.S. Social Welfare Policy and Social Work Practice: A Historical Perspective**  
Mr. A.G. Miller, A.G.Miller@oberlin.edu  
This course will focus on the religious origin of social welfare institutions within the USA, including Protestant, Catholic and Jewish traditions (Jewish sects, African American congregations, and conservative Protestant movements, to name a few), which provided material, financial, and spiritual supports. Given the constitutional clause of the separation between church and state, religious institutions established voluntary institutions that provided social supports. This course will also have a service-learning component.

RHET 305  
**Grant and Fellowship Proposal Writing**  
Ms. Jan Cooper, Jan.Cooper@oberlin.edu  
Sooner or later many professionals need to apply for grants. This course covers the basics of writing grant proposals or fellowship applications and researching funding sources. Students will learn to use the Cleveland Foundation Center’s database and work on a proposal to fund a community-based project or fellowship proposal in their area of interest. Instruction includes individual attention to fundamental college-level writing skills. Especially useful for artists, scientists, and community activists.

RHET 401  
**Teaching and Tutoring Writing Across the Disciplines**  
Mr. Len Podis, Len.Podis@oberlin.edu  
Students in this course work with other students – either at the College or other community members through the Community Based Writing Program – to tutor them in writing. Students taking this course will learn theories of tutoring while having the ability to put them into practice by gaining direct experience as tutors and teachers.

Additional opportunities may also exist for CBL in Anthropology, Biology, Chemistry, Comparative American Studies, Dance, Environmental Studies, Neuroscience, Sociology, and Theater.

Know of any other courses that need to be added to this list? Have any questions? Please contact Beth Blissman, Director, Bonner Center for Service & Learning (BCSL), at beth.blissman@oberlin.edu, or Melissa Moore, Faculty Outreach Assistant, at mamoore@oberlin.edu.