Community-Based Learning (CBL) Courses • Spring 2014

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
Tutors offer academic help to children in schools, homes, etc. Focus is on academically weak children generally, and on Black children specifically. By critiquing the instructor's tutorial demonstrations, tutors develop an appreciation and understanding of the Master Tutor Concept.

CINE 394H AOI Workshop, Ms. Rian Brown, Rian.Brown@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). Offered First/Second Semester. Prerequisite: EDUA 101. Enrollment Limit 80.

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)
ENVS 101  Environment and Society
Ms. Swapna Pathak, Swapna.Pathak@oberlin.edu and Mr. John Petersen, John.Petersen@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.

ENVS 322  Energy and Society, Mr. Rumi Shammin, Rumi.Shammin@oberlin.edu
Energy issues are often characterized as problems we can ‘supply’ our way out of by changing the resources we rely on. Less frequently, energy issues are treated as a problem of consumption. This course adopts a sociotechnical perspective, regarding energy as an issue shaped by both technical factors and social patterns. The first part of this course explores physical, political, and economic aspects of energy supply through the examination of different energy sources (biomass, fossil fuels, electricity, renewables, nuclear). The second part of the course addresses social and political aspects of energy consumption in the industrial, commercial, residential and transportation sectors.

POLT 411  Practicum in Applied Research [crossed listed as ENTR 201]
Ms. Eve Sandberg, Eve.Sandberg@oberlin.edu
Students, as part of a team, will research and write on a topic in the policy realm that services the needs of an off-campus organization. Students will receive training in strategies for conducting research and a standardized method of presenting written and oral findings to a client or financial backer. Students will learn about the business and ethical activities of political research consultants as a model for launching their own business.

RHET 305  Grant Proposal and Report Writing, Ms. Jan Cooper, Jan.Cooper@oberlin.edu
Sooner or later many professionals find themselves applying for grants. This course covers the basics of researching funding sources, writing proposals, and setting up and writing evaluation reports for projects. Students will learn to use the Cleveland Foundation Center’s database and work on a grant proposal to fund a community-based project 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, Comparative American Studies, Dance, 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.