

Community Based Learning at Oberlin College

2008-2009 Course Descriptions

Bonner Center



for Service &
Learning

College of Arts & Sciences Courses:

AAST 281 Practicum in Tutoring

Mr. Booker Peek, Booker.PEEK@oberlin.edu

First and Second Semesters. 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

BIOL 031 Health Careers Practicum

Ms. Yolanda Cruz, Ms. Carol Sedgwick, Yolanda.P.Cruz@oberlin.edu, Carol.Sedgwick@oberlin.edu

First and Second Semesters. This class provides an opportunity for engaged learning relevant to medical, dental, and veterinary careers. Students will volunteer at a local medical facility, social service agency or with a community outreach group. Readings and discussions with guest speakers will explore in depth topics relevant to health careers.

CAST 301 Situated Research Practicum

Ms. Gina Perez, Gina.Perez@oberlin.edu

First Semester. Taken together, CAST 300 (the classroom portion of the Situated Research Practicum) and 301 (the fieldwork portion) combine classroom-based discussion of methodologies and theory with field research drawn from weekly fieldwork in an internship or placement of the student's choice.

CRWR 485 Practicum in Creative Writing

Ms. Sylvia Watanabe, Sylvia.Watanabe@oberlin.edu

First and Second Semesters. This course is open to students who are interested in acquiring practical, writing-related skills by working on a literary journal, organizing a reading series, editing a student anthology, assisting with introductory Creative Writing courses, organizing community- or campus-based workshops, helping out with the Creative Writing Student Co-op, or working on other program approved projects. Students can earn a maximum of three (four) credit hours toward the major. Consent of instructor required.

EDUA 010 Spanish Teaching Practicum

Ms. Kim Tungseth-Faber, Kim.Faber@oberlin.edu

First and Second Semesters. Students work as Spanish instructors at the local elementary schools with the SITES (Spanish in the Elementary Schools) program. Attendance of class meetings covering pedagogical and professional issues is required for first semester of enrollment. Preference will be given to students who have at least intermediate Spanish proficiency and/or have studied in a Spanish-speaking country. Prior or concurrent enrollment in Linguistics for Language Students (HISP 311) is recommended. *Consent of instructor required.*

ENVS 101 Environment and Society

Mr. John Petersen, Mr. Rumi Shammin, Ms. Crystal Fortwangler,

John.Petersen@oberlin.edu, Rumi.Shammin@oberlin.edu, Crystal.Fortwangler@oberlin.edu

First and Second Semesters. 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

MD Rumi Shammin, Rumi.Shammin@oberlin.edu

First Semester. 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.

ENVS 380 Seminar on Leadership

David Orr, David.Orr@oberlin.edu

First Semester. This course will focus on understanding the difference between leadership and management; development of vision, and styles and practice of leadership. Emphasis will be given to leadership in environmental affairs across a variety of fields including science, advocacy, policy, value change, business, and organizational transformation. The course will include conversations with leaders drawn from local and national organizations. Student will develop one case study and initiate a project of their own choosing. Consent of the instructor required.

ENVS 490 Intro to the Black River Watershed

Cheryl Wolfe-Craig Cheryl.Wolfe@oberlin.edu

First Semester. An interdisciplinary examination of the local Black River Watershed, through a combination of lectures, field trips, and discussions. Principles of place-based, interdisciplinary watershed education will be introduced, and students will work with a teacher in the local public schools. Note: This course is required for enrollment in ENVS 491. *Consent of instructor required.*

ENVS 491 Practicum in Environmental Education

Cheryl Wolf-Craig Cheryl.Wolfe@oberlin.edu

Second Semester. Students will apply what they learned in ENVS 490 by working intensively with a selected teacher in one of the local schools to develop curricula centered on the local watershed. Students will continue to learn about the dynamics of the Black River Watershed as they gain first-hand teaching experience. Discussion group format. Consent of instructor required.

FYSP 103 Bridging the Mind/Body Divide

Ann Cooper Albright Ann.Cooper.Albright@oberlin.edu

First Semester. Before Rene Descartes arrived at his famously statement, 'I think therefore I am,' he systematically cut himself off from all his embodied senses of sight, smell, sound, touch, and taste. This allowed him 'to be' without 'being-in-the-world.' This course will team philosophical inquiry (thinking and writing) with somatic exercises (developing our bodily knowledge) in order to ask: 'How can we learn from our bodies' and, 'How do we learn with our bodies?'

FYSP 110 Black Women and Liberation

Ms. Pam Brooks, Pam.Brooks@oberlin.edu

First Semester. This seminar investigates the various ways that Black women of the 1960's and 1970's in the United States and South Africa have led their communities and their freedom movements (e.g., civil rights, anti-apartheid) with an important array of skills, resources, and vision. Students will be asked to think critically about the properties of women's leadership and political consciousness. We will use autobiographies and other secondary sources, develop research skills, and explore the bridge between community-based activism and intellectual life.

FYSP 116 Field Based Writing

Ms. Jan Cooper, Jan.Cooper@oberlin.edu and Ms. Mary Garvin, Mary.Garvin@oberlin.edu

First Semester. This course will examine the natural processes of autumn on the Vermilion River watershed. We will focus on the changes that occur on the Vermilion River through frequent field trips and research into its history and the ecology of the organisms that live there. Writing and sketching will be our means of recording our observations. Weekly writing assignments will be discussed in class and with the instructors during individual appointments.

FYSP 165 *Feeding the World*

Ms. Marta Laskowski, Marta.Laskowski@oberlin.edu

First Semester. This course examines issues of population and food production. World population structure, the history of agriculture, global impacts of the green revolution, and genetically modified foods will be discussed. The intent of the class is to raise profound issues that we will study while practicing skills associated with research including interpreting and manipulating data. The results of these projects will be presented to the class through papers and organized discussions.

FYSP 191 *Social Justice in the United States*

Mr. Pawan Dhingra, Pawan.Dhingra@oberlin.edu

First Semester. This course introduces students to theories and sites of social injustice, including education, racial segregation, the growth of low-wage work, and more. Students will analyze these topics from many angles and will find scholarly material that challenges assigned texts, which in turn encourages critical thinking and debate. Students will write regularly on course themes and other topics. They also will have the opportunity to become involved in local social justice organizations.

HISP 311 *Linguistics for Language Students*

Ms. Kim Tungseth-Faber, Kim.Faber@oberlin.edu

Second Semester. This course addresses the questions of what human language is and what it means to know a language. Of central concern is how the scientific study of language helps to reveal the unconscious knowledge that enables speakers to understand their language and use it creatively. The class will touch briefly on each of the primary linguistic fields while covering in detail the theory and practice of Second Language Acquisition (SLA). Taught in English.

POLT 411- *Practicum in Applied Research* [crossed listed as ENTR 201]

Ms Eve Sandberg, Eve.Sandberg@oberlin.edu

Second Semester. 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

Second Semester. 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, Ms. Anne Trubek, Len.Podis@oberlin.edu, Anne.Trubek@oberlin.edu

First and Second Semesters. 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.

SOCI 391 *Practicum in Sociology*

Individual Faculty

First and Second Semesters. This course combines individual internships and private readings on a subject matter related to the internship-for example, an internship in a social service agency and readings and discussion on poverty and welfare issues. Consent of instructor required.

Oberlin Conservatory of Music Courses:

MUED 101 Introduction to Music Education

Instructor: Staff

An overview of the total K-12 music program in a variety of school settings. Demonstration and discussion of relevant approaches to the teaching of choral, general, and instrumental music at all levels. Includes observations. Exploration of career opportunities in music education and related fields of outreach programs.

MUED 102 Practicum in School Music Experiences

Ms. Peggy Bennett, Ms. Jody Kerchner, Peggy.Bennett@oberlin.edu, Jody.Kerchner@oberlin.edu

First and Second Semester. This course is an introduction to teaching music. Students observe classroom settings and are required to participate as student-assistants in public school classrooms each week. *Consent of instructor required.*

MUED 201 Music for Exceptional Learners

Instructor: Staff

Designed to acquaint students with issues (social, legal, and pedagogical) surrounding the education of students exhibiting mental, physical, intellectual, and/or emotional disabilities, as well as students who are gifted and talented. Focus will be on the development of teaching strategies for the mainstreamed music classroom, the presentation of peer-teaching lessons during which the needs of exceptional students are accommodated, and the observation of exceptional students taught in Lorain County settings.

MUED 206 Choral Methods

Ms. Jody Kerchner, Jody.Kerchner@oberlin.edu

First Semester. Students in this course become familiar with common challenges young vocalists face. Students work with the Oberlin Choristers at the New Union Center for the Arts to practice their teaching and conducting skills. *Consent of instructor required.*

MUED 300 Teaching Music to Adolescents

Ms. Jody Kerchner, Jody.Kerchner@oberlin.edu

First Semester. Students are given the tools and resources needed for teaching and organizing a middle or high school music class. Students learn the basics of operating in an education system by working in the Oberlin-area public schools. *Consent of instructor required.*

MUED 301 Teaching Music to Children

Ms. Peggy Bennett, Peggy.Bennett@oberlin.edu

Second Semester. Principles and practices for teaching music to children aged 3-11. Emphasis on planning, teaching and evaluating general music lessons at different levels based upon the National Standards for the Arts and utilizing techniques/materials from a variety of current approaches. Corresponding laboratory experience is MUED 303 (Preschool Music Lab, Tuesdays, 5:30-8:00, one credit hour), required for vocal emphasis music education majors. Participation in a minimum of five Music Lab Sessions required for instrumental emphasis music education majors.

MUED 400 Student Teaching and Seminar

Ms. Peggy Bennett, Peggy.Bennett@oberlin.edu

First and Second Semesters. Each student in this course will spend 13 weeks as a student teacher serving full days in surrounding Lorain County public schools. Students will gain professional experience in teaching, and they will reflect on their experiences by keeping a journal. *Consent of instructor required.*

Know of any other courses that need to be added to this list? Want to work with one of your favorite faculty members to create a NEW community-based learning course? Have any questions?

Please contact Beth Blissman, Director, Bonner Center for Service & Learning (BCSL), at beth.blissman@oberlin.edu

Bonner Center for Service & Learning (Bonner CSL)

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Our office is open 8:30 am through 5:00 pm on weekdays.

www.oberlin.edu/bcsl