LEARNING SUSTAINABILITY & COMMUNITY ENGAGEMENT
LSCE
Programme-outline

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Romario Abrahams: Programme Administrator
Introduction

LSCE is an experiential learning, reading and writing-intensive, academic credit bearing programme. (18 ECT credits & 9 USA credits)

The programme harnesses the community engagement enterprise as a vehicle for social impact and is offered by the Global Engagement centre of Stellenbosch University.

The programme includes theoretical and practical work.

It is presented in collaboration with Ikhaya Primary School (a Western Cape Education Department school) which is located in Kayamandi township, in Stellenbosch.

The overarching long-term objective of the programme is eradicating “poverties” and transforming lives through collaborative learning within knowledge partnerships.

The programme enables participants to develop their global citizenship through community engagement and to broaden their understanding of South African history and contemporary life.

The LSCE programme promotes cognitive justice and constructive development at a grassroots level, combined with intellectual defence at an expert level.

It aims to go beyond post-colonial theorizations to transformative interventions in knowledge production and graduate training.

Programme participants engage in fundamental reflections on knowledge, methodology and speculations that lie outside mainstream areas via collaboration and practical methodologies for social changes are enabled.
**Important notices**

**Transport**
Stellenbosch University International (SUI) will transport programme participants to and from the knowledge-partnership site in Kayamandi (namely Ikaya Primary school).

**Stationary**
Participants need to purchase the following:
- a box of colouring pencils,
- and a glue stick.

**Absenteeism**
A medical certificate is the only acceptable grounds for absenteeism. It must be submitted via email using the address lsce@sun.ac.za. Absentia from class without the required documentation will result in the student receiving an incomplete status on their academic transcript. In the case of time clashes, please inform lecturers concerned that there are no make-up classes for LSCE.

**Academic progress**
Participants may discuss their progress with the lecturer as the program unfolds.
N.B. Marks are issued by Stellenbosch University and upon completion of course only.

**Coursework Readings**
Relevant academic articles are available on SunLearn. The programme intern will assist you with regard to using this platform. You are responsible for keeping up to date with the information posted on SunLearn.

Students will be granted a week from the start of the course to find at least 2 articles on their own, relevant to their presentation topic which they plan on using for the presentation. These academic articles must be sent to lsce@sun.ac.za in order for it to be made available to the group.

**Calendar**
Given the fact that this programme is presented in collaboration with a community partner who schedule sometimes changes, the dates on calendar are provisional. These dates will probably stay the same, but are subject to change. You will be advised should any changes occur.
### Weighting of course components

<table>
<thead>
<tr>
<th>Coursework</th>
<th>%</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Journaling: written reflections on weekly fieldwork experience</td>
<td>10</td>
<td>Weekly, on a Friday by 23:00</td>
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<tr>
<td>Drawings: based on weekly fieldwork experiences</td>
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<td>Intervention plan and materials development</td>
<td>5</td>
<td>Find dates on SUNLearn</td>
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<td>Documentary Review: Miracle Rising: Peer – reviewed</td>
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<tr>
<td>Special Essay: Theme: The topic you’ve been assigned</td>
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<tr>
<td>Presentation and facilitation Skills</td>
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<tr>
<td>• power point slide development and group involvement</td>
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<td></td>
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<tr>
<td>• public speaking and presentation skills</td>
<td>2.5</td>
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<tr>
<td>• Theoretical knowledge and insight</td>
<td>5</td>
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<tr>
<td>Semester test</td>
<td>30</td>
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<tr>
<td>Portfolio of evidence</td>
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<tr>
<td>• e-copies of course work in the form of a book</td>
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<tr>
<td>Evaluation of practical work</td>
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<tr>
<td>Celebration of Work Articles</td>
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Coursework details

Weekly Journaling: summaries, diaries, drawings

Journaling
Every Friday you will participate in field-work. Compile a summary highlighting the insights you gain from these encounters. Also, include information regarding the work you have done, how effective you think it was and why lessons you learnt about the work, yourself and your team-mates and how you will adapt things as the process unfolds.

Drawings
Every Friday you will participate in field-work. Compile a drawing highlighting the insights you gain from these encounters. Photograph your drawing and include it as an attachment when you submit your journals. Bring the original drawing to class on Monday since you will share it in this space.

Intervention Plans and Materials Development
Using the template you’ve been provided with on SunLearn, compile an activities proposal for the work you will be doing at Ikaya Primary School. This assignment may be completed by the small group in which you’ve been placed. Be sure that all the group members’ names are on the assignment that you will submit via SunLearn.

Documentary review
Watch the documentary entitled Miracle Rising on you tube: http://www.bing.com/videos/search?q=miracle+rising+youtube&qpvt=miracle+rising+youtube&view=detail&mid=8432E472A555E04AE1858432E472A555E04AE185&FORM=VRD GAR.
Based on your impressions, write a review of 750-1000 words in which you critically discuss the lessons learnt regarding the dynamics of prejudice, racial discrimination and oppression, national building, leadership and transformation. This assignment will be assessed by a peer using a rubric that may be downloaded from SunLearn.
**Special essay**

Compile an essay of +/- 2 500 words in which you highlight and critically discuss your insights and opinions regarding the theme you will be presenting in class. You will need a minimum of 8 academic references (APA referencing format). Your essay must be submitted on SUNlearn via Turnitin and must comply with the following criteria: 12 Arial/Times new roman, 1.5 spacing.

**Presentation and Facilitation Skills**

Each participant will be given a theme or chapter which needs to be presented in class. You will have 60 minutes to complete your presentation and discussion/debate/class exercise. Marks will be awarded for: Content, insight, effort, quality of slides, class participation/exercises.

**Semester Test**

By the end of week 12 a take-home test will be posted on SUNLearn, which you need to complete and return as a word document, to lsce@sun.ac.za

**Celebration of work articles**

Each participant will be given a theme to write a short article about. These articles are combined at the end and incorporated into a story book. It must include photographs/and/or artwork. This is given to the knowledge partner as a gift at the end of the course.

**Portfolio of Evidence**

You are expected to submit an e-copy of your work in the form of a book/manual. You must also include copies of the contracts you have signed, your timesheets, and practical assessments. These will be scanned and mailed to you once you have submitted hard copies.

**Class Venue and time**

Mondays: 08H00-14H00, in the ground floor classroom at the Old Luckoff Building: Division for Social Impact. See the map below for directions.

**Class participation and fieldwork contribute and combined total of 10% and is therefore very important**
<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
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<tr>
<td>1</td>
<td>Orientation</td>
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<td>2</td>
<td>AN EXCURSION</td>
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</table>
| 3    | - The rules of engagement  
|      | - Bioecological Systems theory  
|      | - Organizational Profiling  
|      | - Activity proposals and articles |
| 4    | Facilitator  
|      | - Introducing colonialism and decolonisation  
|      | - Apartheid  
|      | - Poverty and Violence |
| 5    | Facilitator Identity(ies)  
|      | - Social justice  
|      | - Diversity and inclusivity |
| 6    | Facilitator Globalization and global citizenship  
|      | - Constructivism  
|      | - Forms of discrimination “The isms” |
| 7    | Facilitator Peace, Justice and Security  
|      | - Restorative Justice  
|      | - Social Innovation and Entrepreneurship |
| 8    | Facilitator  
|      | - Exploring the ideas of Akala  
|      | - Exploring the ideas of Foucault and Hoppers  
|      | - Exploring the ideas of Gramsci |
| 9    | AN EXCURSION |
| 10   | Facilitator  
|      | - Food Security  
|      | - Global Warming  
|      | - Sustainable development |
| 11   | Facilitator  
|      | - Critical citizenship  
|      | - Leadership and Ethics  
|      | - Social impact and Transformation |
| 12   | Facilitator  
|      | - Reconstructing discourse  
|      | - Life beyond LSCE  
|      | - Check-out |
| 13   | - Celebration of work |