

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2020 -21

Course code and Title: BMBL4201 Service Learning I 服務研習 (一)

Description:

This course requires students to serve as a volunteer worker in an organization that involves use and promotion of sign language or bimodal bilingualism, and to gain the experiences and know-how they might need in their future career. Such an organization may be a social enterprise, a service provider, an NGO or any organization that supports sign language users as their service consumers or staff members. The organization must have a close relationship with the Deaf community. Students are required to justify why their professional interest can be further enlightened by the service learning experiences. There will be an academic supervisor to guide students in the preparation of the service-learning activities.

本科要求學生在特定機構進行義務服務研習，累積經驗，獲取未來工作相關的技能。有關機構需使用並推廣手語或雙渠道雙語。有關機構可以是社會企業、服務供應商、非政府機構或以手語使用者為其服務對象或工作人員的任何組織。所選機構需與聾人社群有密切聯繫。學生需要闡明服務研習所得經驗如何啟發了他們從事本專業的興趣。每位學生將會由一名導師來指導他們準備服務研習計劃。

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
Bimodal Bilingualism	Bimodal bilingual population comprised of mostly deaf and hard-of-hearing, as well as some hearing individuals who know and use a sign language and a spoken language in daily communication.
Cultural Awareness and Oppression	Deaf and hard-of-hearing individuals assume a different culture germinated by communication through the visual-gestural modality. Given their socio-economic status and the seemingly solutions built upon the medical model, these peoples often face oppression in society.
Personal Growth	Learning about oneself by realizing one's own strength and weakness, developing critical analysis skills and applying them to dissect social situations with self-reflection.
Professionalism	Professionalism in businesses differ in nature. Service providers for business serving the deaf and hard-of-hearing people often adhere to the principles of ethics and morals, confidentiality, and advocacy.

Learning outcomes

Students completing this course will achieve a basic understanding about:

1. A professional interest must be socially and empirically driven, supported by ongoing research to inform the practice;
2. The backgrounds and missions of different organizations that pursue bimodal bilingualism in their services;
3. The steps and procedures to prepare a service learning project;
4. The necessary process of self-reflection along the development of one's career path

Learning activities

Lecture (hr) in /out class	Interactive tutorial (hr) in /out class	Lab (hr) in /out class	Discussion of case (hr) in /out class	Field-trip & Deaf activities (hr) in /out class	Projects (hr) in /out class	Web-based teaching (hr) in /out class	Other (hr) in /out class
	8*			40^ 5		18#	
	M			M O		M	

M: Mandatory activity in the course

O: Optional activity

*: the academic supervisor will arrange for each group a total of 5 hours of tutorials in the form of group meetings. The academic supervisor will pay site visit and meet with the students with/without the presence of the organization supervisor; 3 hours of tutorial arranged for final presentation

#: Scheduled online activities to be completed in Week 1-10

^: Students in groups implement 40 hours per group of services at respective organizations

Assessment scheme

Task nature	Description	Weight
Participation	<p>Each student should complete 5 sets of micro-modules and the MCQs set at the end of each micro-module.</p> <p>Each student should actively participate in discussions at meetings arranged by the academic supervisor.</p> <p>Due date: refer to dates marked on the course schedule</p>	10%
Reflective journals	<p>Each student will submit THREE reflective journals (one in every four weeks). Students should reflect upon the services they deliver and the experiences they accumulate progressively during the service period. By evaluating the quality of their voluntary service, including their attitudes, commitment, social interaction skills, and expected outcomes, they learn to reflect upon their own performances, identify areas for improvements and set corresponding goals constantly. See Appendix A for the reflective journal form. (20% of the overall weight)</p> <p>Each student will make a presentation by the end of this service period. Students should integrate all the reflections based on the journals they compile and present an overall review of their personal growth. Students should discuss how they can achieve growth of knowledge in empirical issues and professionalism with reference to the service learning project involved. (20% of the overall weight)</p> <p>Due date:</p> <p>(i) Written journals: by 23:59pm on the last day of each three-week cycle during the service period</p> <p>(ii) Presentation: 7 Dec 2020 [time & venue to be confirmed]</p>	40%
Progress Report	<p>Each group of students will do a presentation to report on the service learning project they are engaged in. Detailed guidelines on the presentation will be announced in class. A progress report should be submitted after collecting feedbacks from the academic supervisor and other students. (10% of the overall weight)</p> <p>Each group of students will submit a progress report (1500-2500 words) including an introductory description of organization served, a summary of tasks delivered and a self-evaluation. (40% of the overall weight)</p> <p>The following documents must be attached to the progress report:</p> <p>(i) A “Memorandum of Agreement” listing learning objectives for the service learning project to signal a collaborative effort between the group and the supervisor at the assigned</p>	50%

	<p>organization[^]. See <u>Appendix B</u> for a sample memorandum of agreement</p> <p>(ii) A spreadsheet for each student recording the time for services provided which is verified by their organization supervisor. See <u>Appendix C</u>.</p> <p>[^]Students will be provided with pre-defined frames within which they construct their service projects mediated by the academic supervisor and the organization supervisor</p> <p>Due date:</p> <p>(i) Presentation: 7 Dec 2020 [time & venue to be confirmed]</p> <p>(ii) Written report by 23:59pm on 21 Dec 2020</p>	
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Important notice:

- (1) Participation in BMBL4201 contributes to 5% of the overall grade in Service Learning I&II; Reflective journal in BMBL4201 contributes to 20% of the overall grade in Service Learning I&II; Progress report in BMBL4201 contributes to 25% of the overall grade in Service Learning I&II
- (2) students are much encouraged to sign up for activities (a total of 5 hours as recommended) held by organizations introduced in this course for gaining more experiences socializing with the target community they set out to serve
- (3) the final grade attained will be adjusted downward for each unexcused absence or tardiness in submitting assignments.

Learning resources for students

There will be:

1. Reading materials to enhance understanding of the fundamental concepts about personal development, cultural awareness, professionalism, and personal growth;
2. E-learning system (e.g., Blackboard) will provide materials related to internship.

A. Textbooks

Mindness, A. (2006). *Reading between the signs: Intercultural communication for sign language interpreters* (2nd ed). Boston, NY; London, UK: Intercultural Press. ##

De Clerck, G. A. M., & Paul, P. V. (Eds.). (2016). *Sign language, sustainable development, and equal opportunities: Envisioning the future for Deaf students*. Washington, DC: Gallaudet University Press. ##

Supplementary Reading

Bellos, D. (2012). *Is that a fish in your ear?: Translation and the meaning of everything* (Reprint ed). New York, NY: Faber and Faber. ##

Grobman, L. M. (Ed.). (2011). *Days in the lives of social workers: 58 Professionals tell real-life stories from social work practice* (4th ed). Harrisburg, Penn: White Hat Communications. ##

Gruwell, E., & Freedom Writers. (1999). *The freedom writers diary*. New York, NY: Penguin Random House LLC. ##

B. Books and Articles

Deaf Culture

Lane, H. L. (1996). *A journey into the deaf-world*. San Diego, CA: DawnSignPress. ##

Moore, M. S., & Levitan, L. (2016). *For hearing people only: Answers to some of the most commonly asked questions about the deaf community, its culture, and the “Deaf Reality”* (4th ed). Rochester, NY: Deaf Life Press. ##

Ethical Decision-Making

Barden, N., & Boden, J. (2015). Fitness to practise. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 123-134). East Sussex, UK; New York, NY: Routledge.

Cross, M., & Wood, J. (2015). The person in ethical decision-making: Living with our choices. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed, pp. 32-44). East Sussex, UK; New York, NY: Routledge.

Confidentiality

Jenkins, P. (2015). Client confidentiality and data protection. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 47-57). East Sussex, UK; New York, NY: Routledge.

Purves, D. (2015). The ethics and responsibilities of record keeping and note taking. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 82-92). East Sussex, UK; New York, NY: Routledge.

Service Consumers

Huq, A., McIntosh, M. (2015). Professional and ethical issues in working with older adults. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 32-44). East Sussex, UK; New York, NY: Routledge.

Newland, J., Patel, N., & Senapati, M. (2015). Professional and ethical practice in a multi-ethnic society. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 173-183). East Sussex, UK; New York, NY: Routledge.

O'Donnell, G. M., & Gersch, I. S. (2015). Professional and ethical issues when working with children and adolescents: An educational psychology perspective. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 184-196). East Sussex, UK; New York, NY: Routledge.

Rees, N. (2015). Working with lesbian, gay, bisexual and transgender people. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 208-219). East Sussex, UK; New York, NY: Routledge.

Oppression

Audism Unveiled. (2006). United States.

Baker-Shenk, C. (1986) Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. National Consortium of Interpreter Education Centers (NCIEC). Retrieved at http://www.interpretereducation.org/wp-content/uploads/2014/04/Characteristics-of-the-Oppressed_110314.pdf.

Freire, P. (1993[1968]). *Pedagogy of the oppressed* (New Rev. 20th-Anniversary ed.). New York, NY: Continuum. ##

Sacks, O. (1989). *Seeing Voices*. Berkeley, CA: University of California Press. ##

Young, S. (2014). I'm not your inspiration, thank you very much. Presented at TEDxSydney, April, 2014. Retrieved from https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much.

Human Rights

Heumann, J. (2016). Our fight for disability rights - and why we're not done yet. Presented at TEDxMidAtlantic, October 2016. Retrieved from https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet.

United Nations. (2016). The Convention on the Rights of Persons with Disabilities (CRPD). Retrieved from <https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx>.

Personal Growth

Adams, M (2009). *Change your questions, change your life: 10 powerful tools for life and work* (2nd ed). San Francisco, CA: Berrett-Koehler Publishers. ##

Covey, S. (1989). *The seven habits of highly effective people*. New York, NY: Free Press. ##

Schawbel, D. (2010). *Me 2.0, Revised and updated edition: 4 steps to building your future*. Manchester, UK: Kaplan Publishing. ##

Seelig, T. (2009). *What I wish I knew when I was 20: A crash course on making your place in the world*. New York, NY: HarperCollins. ##

Communication at Work

Padavic, I., & Reskin, B. (2002). *Women and men at work* (2nd ed). Thousand Oaks, CA: Pine Forge Press. ##

Tannen, D. (1996). *Talking from 9 to 5: Women and Men at Work: Language, sex and power*. Lancaster Place, England: Virago Press. ##

C. Preparation for Internship

Bright Side. (2018). 12 Things That Ruin a First Impression Immediately. Retrieved from <https://youtu.be/JrbnTZPjg0k>.

Bright Side. (2017). 11 Secrets to Memorize Things Quicker Than Others. Retrieved from <https://youtu.be/mHdy1xS59xA>.

Cuddy, A. (2012). Your body language may shape who you are. Presented at TEDGlobal 2012, June 2012. Retrieved from https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.

Dweck, C. (Nov). The power of believing that you can improve. Presented at TEDxNorrköping, Nov 2014. Retrieved from https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve.

Healy, K., & Mulholland, J. (2012). *Writing skills for social workers (Social work in action series)* (2nd ed). Thousand Oaks, CA: SAGE Publications.

Higgins, J. (2018). *10 Skills for effective business communication: Practical strategies from the world's greatest leaders*. Emeryville, CA: Tycho Press.

Intern Queen Inc. (2018). Internship Tips + What's in My Internship Bag. Retrieved from <https://youtu.be/Fr2Gf4x-k2I>.

Intern Queen Inc. (2016). 5 Things You Should Not Do at Your Internship! Retrieved from <https://youtu.be/i2str4aoxsc>.

Intern Queen Inc. (2016). Tips for Writing Cover Letters! Retrieved from <https://youtu.be/-Hn2O2TYI8k>.

Intern Queen Inc. (2016). Reasons You're Not Getting Hired! Retrieved from https://youtu.be/0rLEvy_0vLM.

Janzer, A. (2018). *Writing to be understood*. Mountain View, CA: Cuesta Park Consulting.

Jay, M. (2013). Why 30 is not the new 20. Presented at TED2013, February, 2013. Retrieved from https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20.

Sprouts. (2016, Apr 15). *Growth Mindset vs. Fixed Mindset*. Retrieved from https://youtu.be/KUWn_TJTrnU.

Feedback for evaluation

1. There will be a midterm evaluation for the instructor to obtain students' feedback.
2. There is an end-of-term course evaluation.

Course schedule (Subject to Changes)

Week	Dates	Topics & Requirements	
1	7-13 Sep	Service period (3-4 hours per week on average leading to a total of 40 hours of service and 5 hours of meetings during the period)	- report to supervisors at assigned organizations for implementing agreed service project activities - complete "Memorandum of Agreement"
2	14-20 Sep		- submit the 1st reflective journal to academic supervisor
3	21-27 Sep		- attend the 1st meeting set up by the academic supervisor and the organization supervisor - complete the 1st micro-module - "Personal Growth"
4	28 Sep – 4 Oct		
5	5-11 Oct		- complete the 2nd micro-module - "Bimodal Bilingualism"
6	12-17 Oct		- submit the 2nd reflective journal to academic supervisor
7	19-24 Oct		- complete the 3rd micro-module - "Cultural Awareness and Oppression"
8	27-31 Oct		
9	2-7 Nov		- attend the 2nd meeting set up by the academic supervisor and the organization supervisor
10	9-14 Nov		- submit the 3rd reflective journal to academic supervisor - complete the 4th & 5th micro-module - "Convention on the Rights of Persons with Disabilities (CRPD)" and "United Nations Sustainable Development Goals"
11	16-21 Nov		
12	23-28 Nov		
13	30 Nov – 5 Dec		
Make-up classes	7 Dec	Presentation	Individual & group presentation
Exam weeks	8-21 Dec	Progress report	submit group reports on service project activities

Important notice:

Apart from meetings coordinated by the course instructor, students are encouraged to set up additional meetings with the course instructor and/or organization supervisor for comments/feedbacks on group or individual basis.

Teacher's or TA's contact details

Instructor/Academic Supervisor	
Name:	Lee Yin Fai Jafi
Office Location:	Rm 203, AB#2, The Chinese University of Hong Kong
Telephone:	3943-1491
Email:	jafi_cslds@cuhk.edu.hk
Teaching Venue:	
Website:	
Other Information:	

Instructor/Academic Supervisor	
Name:	Yiu Kun Man Chris
Office Location:	Rm 203, AB#2, The Chinese University of Hong Kong
Telephone:	3943-4179
Email:	chrisviu_cslds@cuhk.edu.hk
Teaching Venue:	
Website:	
Other Information:	

A facility for posting course announcements

Blackboard will be used to distribute the reading materials and course handouts, as well as to support discussions among students.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Appendix A Reflective Journal Assignment (Subject to Changes)

Students are expected to complete this reflective journal assignment form and submit it by end of each week during the service period. Students can modify the form to fill in as much information as they have to.

Standard form of reflective journal assignment

Date: from _____ to _____ **Week: #** _____
Name of student: _____ **No. of hours worked:** _____
Name of organization: _____
Description of chief role assigned with (if applicable): _____
Name of organization supervisor: _____

Tasks completed this week:

-
-
-
-
-
-
-

Compliment to myself	To-be-improved
1.	1.
2.	2.
3.	3.

This week, I am gratitude to ...

For next week, I would like to work on ...

More Reflection

Appendix B Sample of Memorandum of Agreement (Subject to Changes)

Memorandum of Agreement

To:

From:

Date:

Re:

This memorandum serves as an official agreement between my organization supervisor and me. We have agreed that I will be working for [*name of company*]. My supervisor is [*name, job title*]. The service learning period dates are [*start date*] through [*end date*].

The primary learning objectives for this service learning are:

- 1.
- 2.
- 3.
- 4.
- 5.

Student Signature

Supervisor Signature

Date

Date

Appendix C Time Verification (Subject to Changes)

At the beginning of the service, each student should create a timesheet with (i) date of service period, (ii) corresponding sign in and sign off time. At the bottom of the timesheet, they should type the following and ask their organization supervisor to sign off for them.

Any item missing from the time verification form will automatically lead to a **FAIL** in this course.

[Timetable with dates, sign in and sign off time]

This document serves as the official time verification for proof of hours completed at my service. As a volunteer with *[name of organization]*, I have completed *[number of service hours]*.

Intern Signature

Supervisor Signature

Intern Print Name

Supervisor Print Name

Date

Date

Organization Chop