

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2022-23

<p>Course Title: Service Learning II 服務研習 (二)</p> <p>Description: This course is a continuation of Service Learning I. Students are expected to render 40 hours (a total of 80 hours for Service Learning I & II) of voluntary service to an organization that uses and promotes sign language and bimodal bilingualism. 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 wishing to identify an organization on their own for their voluntary service must seek approval from the service learning supervisor beforehand. The programme may offer a certain number of service learning slots each year but interviews are necessary. There will be an academic supervisor to guide students in the preparation of the service learning programme and a supervisor from the organization to support their involvement during the service learning period. Students are expected to share their experiences with their classmates at the end of the course.</p> <p>本科是服務研習 (一) 的延續。本科要求學生在特定機構提供四十小時的義務服務工作 (即於服務研習(一)及(二) 累計提供八十小時的義務服務工作)。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。學生如需自行找尋進行義務服務的機構，需提前徵得導師同意。每位學生將會由一名導師來指導他們的服務研習計劃，服務所在機構亦會有一名指導員在學生進行服務研習時提供支援。科目結束時，學生需在課堂上分享自己在服務研習過程中累積的經驗。</p>
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Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
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 differs 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.
Bimodal Bilingualism	Bimodal bilingual population comprises 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 socioeconomic status and the seemingly solutions built upon the medical model, these peoples often face oppression in society.
UN Convention on the Rights of Persons with Disabilities (CRPD) and UN Sustainable Development Goals (SDG)	CRPD adopted a "Human Rights Model" on disability in upholding human rights by advocating equality and respect among within our society with members displaying diverse needs. Articles in CRPD addressing issues of "Accessibility", "Freedom of expression and opinion, and access to information" and "Education" were specifically important in the context of promotion of sign language and reviewing the situation of deaf education in Hong Kong. SDG 4, 8, 10, 11 & 17 displayed strong relation to the rights of persons with disabilities with reference to reducing inequality within countries, providing quality education as well as decent work and economic growth.

Learning outcomes

<p>Students completing this course will have the opportunity to:</p> <ol style="list-style-type: none"> 1. Gain practical experience within the bimodal bilingual environment; 2. Acquire knowledge of the industry in which the internship is done; 3. Apply knowledge and skills learned in the classroom in a work setting; 4. Develop a greater understanding about career options while more clearly defining personal career goals; 5. Experience the activities and functions of business, welfare, and educational professionals; 6. Develop and refine oral, signed and written communication skills; 7. Identify areas for future knowledge and skill development.

Learning activities

Lectures (hr) in /out class	Interactive tutorial (hr) in /out class	Lab (hr) in /out class	Discussion of case (hr) in /out class	Field-trips, Visits & Deaf activities (hr) in /out class	Project (hr) in /out class	Web-based learning (hr) in /out class	Readings (hr) in /out class
	13*			40^ 5			
	M			M O			

M: Mandatory activity in the course

O: Optional activity

*: the academic supervisor will arrange for each group a total of 10 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

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

Assessment scheme

Tasks	Description	Weight
Participation	Each student should attend meetings arranged by the academic supervisor. Students should get themselves well prepared for giving oral reports of activities they conducted, actively participate in discussions and make suggestions for improvements of the services provided.	5% of the overall grade in Service Learning I & II
Reflective journals	<p>Each student will submit TWO reflective journals. Students should reflect upon the services they delivered and the experiences accumulated progressively during the service period. By evaluating the quality of work they deliver and the attitudes they hold, they should learn to complement their performances, identify areas for improvement and set corresponding goals constantly. The reflective journal form can be downloaded from Blackboard. (10% 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 and present an overall review of 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. (10% of the overall weight)</p> <p>Due date: (i) Written journals: refer to the course schedule (ii) Presentation: refer to the course schedule</p>	20% of the overall grade in Service Learning I & II
Organizations Feedback	<p>Each student's performance will be evaluated by the organization supervisor. The organization supervisor will submit an evaluation report directly to the academic supervisor. Each student should send a copy of the evaluation form to their organization supervisor at the beginning of the term and remind him/her to submit the report by the date specified. The report template can be downloaded from Blackboard.</p> <p>Due date: to be confirmed with the organization</p>	10% of the overall grade in Service Learning I & II
Completion report	<p>Each group will compile a completion report addressing the following topics in relation to the service learning courses:</p> <ul style="list-style-type: none"> - Self & Others - Service - Societal Issues (with a specific focus on bimodal bilingualism) - Citizenship - CRPD & UN 17 Sustainability Goals <p>The following documents must be attached to the completion report:</p>	30% of the overall grade in Service Learning I & II

	<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 organization. A sample memorandum of agreement can be downloaded from Blackboard.</p> <p>(ii) A spreadsheet for each student recording the time for services provided which is verified by their organization supervisor. A sample can be downloaded from Blackboard.</p> <p>Oral presentation: 10% of the overall weight Written report: 20% of the overall weight</p> <p>Students should write 3500-4500 words, typed, and double-spaced with Times New Roman font, 2.5 cm margins, and font size 12.</p> <p>Due date: (i) Presentation: refer to the course schedule (ii) Written report: refer to the course schedule</p>	
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Important notice:

- (1) 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 cultural awareness, professionalism, and personal growth;
2. E-learning system (e.g., Blackboard) will guide students through different milestones of internship period from a remotely accessible electronic device.

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

There is an end-of-term course evaluation.

Grade Descriptors

	Outstanding A	Excellent A-	Good B	Fair C	Inadequate D	Fail F
General Performance	<ul style="list-style-type: none"> > Outstanding performance on all learning outcomes; > Competent in theorisation, generalisation, hypothesization, and reflection upon issues; > Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension. 	<ul style="list-style-type: none"> > Generally outstanding performance on all (or almost all) learning outcomes; > Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories; > Good at applying issues to relevant social contexts and predicting logically related outcomes. 	<ul style="list-style-type: none"> > Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance; > Able to enumerate, describe, list, and clarify concepts and topics; > Capable of examining a topic from multiple perspectives. 	<ul style="list-style-type: none"> > Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses; > Able to state, recognize, recall, and tell single points of topics of discussion. 	<ul style="list-style-type: none"> > Barely satisfactory performance on a number of learning outcomes; > Barely able to state, recognize, recall, and tell single points of topics of discussion. 	<ul style="list-style-type: none"> > Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; > Missing the points.

Course schedule (subject to changes)

Week	Dates	Topics & Requirements	
1	9 Jan	Service period (around 3-4 hours/week)	i) Individual presentations: an overall review of Term 1 service learning with respect to personal growth, growth of knowledge in empirical issues, and professionalism. ii) Term 2 service starts
	13 Jan		i) Group presentations: an outline of the group project
2	15-21 Jan		
Lunar New Year Vacation (22-27 Jan)			
4	29 Jan - 4 Feb	Service period (around 3-4 hours/week)	
5	5-11 Feb		- submit reflective journal to the academic supervisor
6	12-18 Feb		- attend the meeting set up by the academic supervisor and the organization supervisor
7	19-25 Feb		
8	26 Feb - 4 Mar		
Reading Week (5-11 Mar)			
10	12-18 Mar	Service period (around 3-4 hours/week)	- submit reflective journal to the academic supervisor
11	19-25 Mar		- attend the meeting set up by the academic supervisor and the organization supervisor
12	26 Mar - 1 Apr		
Ching Ming Festival, Good Friday, Day after Good Friday, Day after Easter Monday			
14	11-15 Apr	Service period (around 3-4 hours/week)	
15	16-25 Apr	Presentations	i) Individual presentations ii) Group presentations ** individual presentations and group presentations will be arranged on separate dates
16			
Exam weeks	8 May	Completion Report	submit group reports on service project activities by 23:59 on 8 May

Teachers' 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
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Email:	jafi_cslds@cuhk.edu.hk
Teaching Venue:	
Website:	

Instructor/Academic Supervisor	
Name:	Yiu Kun Man Chris
Office Location:	Rm 203, AB#2, The Chinese University of Hong Kong
Telephone:	3943-1134
Email:	chrisyiu_cslds@cuhk.edu.hk
Teaching Venue:	
Website:	

A facility for posting course announcements

Blackboard

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.

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