The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL2S01
Subject Title	Language Arts for Creative Community Projects
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Interviews may be required to guarantee proficiency level of English or another language
Objectives	The objectives of this subject are to: 1. Introduce to students the concept and practice of service learning; 2. Cultivate social awareness, empathy and responsibility by supporting them to run language arts projects in English for the underprivileged and minority communities; 3. Introduce students to the use of language arts as a socially useful and practical way of learning the language through listening, talking, reading, writing, viewing and visually representing with a focus on drama, gaming and creative writing; 4. Enhance students' generic competencies for creativity, communication and innovative problem solving through collaborating with schools, community centres and non-government organizations to design and deliver activities or materials in English with a special concern for the needs & challenges faced by the underprivileged and minority groups; 5. Educate students about the challenges and obstacles faced by underprivileged and minority groups.
Intended Learning Outcomes *(Note 1)*	On completion of the subject, students will be able to: (a) Link their service learning activities and experiences with the use of language arts for English-as-additional-language (EAL) acquisition; (b) Apply their creativity and knowledge of English to work collaboratively with team members to design and build resources to help members of a target community learn English or another language; (c) Develop critical thinking skills from feedback given by community members, teachers and peers; (d) Gain authentic learning experiences through the application of language arts in the service learning project, and learn how the services or products can be further developed to benefit the community as a professional in their chosen discipline;

	(e) Develop leadership, communication and social skills by reaching out to local schools and communities through organizing activities or developing materials for English language learning;
	(f) Develop problem solving skills and learning crises management of project execution by piloting materials/services with care groups and fine tune the materials/services for future use;
	(g) Demonstrate empathy for people in need and a sense of civic responsibility.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	Topics to be covered include: Concept and Practice of Service Learning • Ethical issues in service learning; • Proper attitudes and behaviors in service delivery; • Developing a service project plan; • Reaching out to schools, community centres or non-government organizations through site visits or online meetings and needs analysis; Discipline-Specific Concepts, Issues and Skills • Understanding of theories and concepts of language arts; • Previewing projects using language arts to facilitate learning and teaching of creative writing, drama, films, games and songs which are of benefit to students, the university and the community; • Researching the second language learning needs of the community through collaborative learning journals, with a focus on English; Project-Specific Concepts, Issues and Skills • Giving ethical and moral considerations in the design and delivery of activity/services, e.g. fairness, integrity, privacy and respect; • Consulting peers and collaborating with schools, community centres or non-government organizations during the preparation of products/services. Community Service • Discussing the project with the care group; • Ascertaining the care group's language learning needs and working with them to design language learning materials/services to meet their needs. • Designing materials/ activities e.g. stories, scripts, comics, new media materials etc. or camps, performances and workshops to address a specific need of the care group; • Conducting services for or piloting learning materials with relevant care groups; • Collecting feedback from participants on completion of the project; Reflection, Summary • Seeking feedback from peers, observers and care groups; • Reflecting on the experiences of delivering materials/services in the form of individual reflective journals. • Sharing their reflection with the class;

	• Providing a post-project summary to the care groups; • Ensuring sustainability of the learning material/service for future service learning activities (local and offshore).
Teaching/Learning Methodology *(Note 3)*	The service project will either take place in Hong Kong or Mainland China / Southeast Asia. For the service projects taking place in Hong Kong, the subject will last for one semester; for the service projects taking place outside Hong Kong, the subject will last for two semesters (semesters 1 + 2 or semesters 2 + 3), with the service delivery in the second/third semester. The subject comprises lectures, seminars and a service delivery component. The duration and frequency of discharge depends on where the service location is. For single semester offerings where students will deliver service in Hong Kong, the service will take place from Week 8 to 12 of the same semester. For two semester offerings where students will deliver service outside Hong Kong, the service will be in the form of an intensive off-shore trip lasting 8-12 days in the second/third semester of the course. The direct service (i.e. service involving direct contact with the care groups) will cover 5-7 days. The subject involves: • E-Learning module: Students must successfully complete the e-learning module developed and delivered by the Service-Learning and Leadership Office at PolyU within the first four weeks of the semester in which they enroll in the subject. • Discipline-Specific Lectures, Tutorial and/or Workshops on Language Arts: Students will use language arts to facilitate learning through a balanced approach including: listening, talking, reading, writing, viewing and visually representing; students will learn from writers, artists, performers, practitioners and trainers during preparation; • Project-Specific Seminars, Tutorials and/or Workshops on Multimedia technology: Students will have access to various technological tools such as computer labs and computer design programmes; professionals and speakers from outside the subject-offering department (e.g. Service-Learning and Leadership Office, Industry or Academic professionals or NGOs) are invited to contribute to some of these sessions as appropriate. Students are required to attend ALL of the discipline-specific and project-specific lectures, seminars and workshop and must successfully complete ALL the required assignments / learning tasks before they participate in the service learning project • Continuous support: IT experts and teachers familiar with new media will support students during the planning, design, development and implementation of their language learning service products; • Community interaction:

	Students will not only engage in learning in the classroom, but also will interact with peers and community members;

- Students will not only engage in learning in the classroom, but also will interact with peers and community members;
- Reflective journals, final reports and review sessions:
  Students are required to write reflective journals and reports to demonstrate their ability to link their service learning experience with the academics focus of the subject and to identify what they have learned that may be relevant in their post-university careers and to comment on their greater understanding of social responsibility

The product/service involves:
- Site visits to designated care groups e.g. schools, community centres and NGOs (in person for local care groups and online meetings for care groups outside Hong Kong) to discuss details of the group projects;
- Language arts activities in the form of any innovative solution to a particular difficulty faced by their designated care group including but not limited to creative writing workshops, performances, day camps, day tours, organized indoor or outdoor activities;
- The activities may take place during the day, or in the evening, on weekdays, weekends or public holidays, depending on the needs of the care groups;
- The activities will normally be conducted in schools, community centres and venues arranged by NGOs;
- Although the project is a group project, each student is expected to take part in preparing the learning materials/activities and in leading and delivering the language product/service. Communication and teamwork are critical.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. E-Learning module and project-specific seminars and workshops (individual)	10%	✓		✓				✓
2. Design of service/product (proposal with samples and feedback) (group)	20 %	✓	✓	✓		✓	✓	
3. Delivery of service/product (individual)	30 %	✓	✓	✓	✓	✓	✓	✓

Assessment	%								
4. Report-back presentations (group)	15 %			✓	✓				
5. Collaborative learning journal and individual reflective journal (group/individual)	25%	✓	✓	✓					✓
Total	100 %								

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Tasks 1, 2 and 3 are assessed through teamwork and individual contribution. In developing learning artifacts or designing service ideas for schools and community centres, students are encouraged to collaborate with each other and the community to address specific needs of their care groups.

2. The actual learning artifact/service design will be built during lectures, with hands-on experience during seminars, out-of-class practice and assistance from teachers and IT experts moderating the course.

Several elements of design will be considered and executed for the successful implementation of the service/ product: creativity / innovation, practicality, sustainability, attractiveness, and ease-of-use. Improvements to the service/ product will be considered based on feedback from workshops and during the actual delivery and usage phase

3. The final assessment is a collaborative journal (individual implicit) to reflect on the students' experiences with the service learning project and to report on feedback received from peers and community members who have used the language learning product/service

Student Study Effort Expected	e-Learning Module	10 Hrs
	Class contact:	
	▪ Lectures and workshops (Discipline Specific): 2 hours x 7 weeks	14 Hrs
	▪ Seminars (Project Specific) : 1 hour x 7 weeks	7 Hrs
	Small group consultation	20 Hrs
	Other student study effort:	

	▪ Service hours
	    Preparation: 20 hours
	    Delivery—on-site: 40 hours
		60 Hrs

	▪ Reading and class preparation: 14 hours	14 Hrs

	Reflection and review	10 Hrs
	Total student study effort	135 Hrs
Reading List and References	Boal, A. (2002) Games for actors and non-actors, New York and London:Routledge.	

Reading List and References

Boal, A. (2002) Games for actors and non-actors, New York and London:Routledge.

Bowell, P. and Heap, B. S. (2001) Planning process drama. London: David Fulton.

Butin, D. W. (2010). Service-learning in theory and practice: the future of community engagement in higher education. New York: Palgrave Macmillan.

Macfarlane, B. (2007). The academic citizen: the virtue of service in university life. London; New York: Routledge.

Mok, Y.F. and Boudrie, T. (2007) 2nd ed. Kids alike: A world of children in Hong Kong. Oxfam.

Spiro, J. (2006). Story building. Oxford University Press.

Shafer, M. ed. (2011) Teaching and learning English with the New Media http://www.uni-marburg.de/fb10/iaa/aktuelles/news/Downloads/booklet-nmfle.pdf

Tompkins, G. E. (2012) 8th ed. Language Arts: Patterns of practice. Pearson.

Unison, Hong Kong (2009): Teachers' resource booklet on non-Chinese students http://www.unison.org.hk/DocumentDownload/teacher-training-handbook.pdf

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.