

The Hong Kong Polytechnic University

Subject Description Form

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

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| Subject Code | CBS2S07 |
| Subject Title | From Visuality to Vocality: Audio Description in Practice |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite / Co-requisite/ Exclusion | Nil. |
| Objectives | <p>This subject aims at:</p> <ol style="list-style-type: none"> a. introducing to students the concept and practice of service-learning; b. raising students' awareness of social issues in Hong Kong such as the rights of the disabled; c. cultivating students' consciousness of the needs and challenges faced by the disabled such as the visually impaired; d. shaping students' ability to reflect on the attributes and privileges of oneself and empathize with others who are very different; e. fostering students' ability to communicate effectively with peers in teamwork as well as with others who are from very different backgrounds such as the visually impaired; f. encouraging students to apply learning in sharing with the less fortunate or those in need and serving the community and providing students with opportunities to apply the knowledge and skills they have acquired in real life situation; g. cultivating in students the ability of critically appreciate art and culture; h. training students in live audio description skills in situ which requires preparation as well as versatility, thus developing students' ability of innovative problem-solving in real situation; i. enhancing students' sensitivities and competencies in using language to address the needs of the visually impaired. |
| Intended Learning Outcomes <i>(Note 1)</i> | <p>Upon completion of the subject, students are able to develop the ability to:</p> <ol style="list-style-type: none"> a. relate their service-learning activities and experience with the academic content of the subject; b. apply the knowledge and skills they have acquired in the subject to deal with complex issues in the service setting; c. make informed judgement on the needs of the visually impaired and identify essential information to be included in the audio description; |

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| | <ul style="list-style-type: none"> d. acquire competence in visual literacy and be able to critically appreciate art; e. understand the basic concept and skills of audio description; f. communicate effectively and emphatically with the visually impaired beneficiaries whose experience of a park or artworks in a museum is dependent upon the students' audio descriptions; g. develop empathy for the visually impaired through recognizing their needs and simulated activities; h. apply learning in actual practice by providing live audio description in situ at outings organized by the NGOs concerned; i. reflect on their role and responsibilities both as an educated person with trained linguistic competencies and as a responsible citizen. |
| <p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p> | <p>The topics in this course cover four major areas:</p> <ol style="list-style-type: none"> 1. Concepts and practice of service-learning: <ul style="list-style-type: none"> • principles and concepts of service-learning; • benefits of service-learning to students, the university and the community; • ethical issues in service-learning; • social issues and the principle of equal rights; • social responsibilities of the educated and the professional; • proper attitude and conduct in service delivery and interactions with beneficiaries; • effective teamwork and problem solving skills in service-learning projects. 2. Critical appreciation of arts: <ul style="list-style-type: none"> • what is visual literacy? • understanding art forms and cultural representations 3. Audio description skills: <ul style="list-style-type: none"> • history and development of audio description; • principles and concepts of audio description; • application and usage of audio description; • research on and preparation for an audio description service project; • script writing and improvising skills; • presentation skills in rendering live audio description; 4. Project-specific concepts, issues and skills: <ul style="list-style-type: none"> • understanding the background and needs of the beneficiaries; • moral and ethical concerns specific to the service delivery; • liaisons and communication skills with different stakeholders; • risk management of real life situation during service delivery; |

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| | <ul style="list-style-type: none"> • site visits and information collection when preparing for service delivery. |
| <p>Teaching/Learning Methodology (Note 3)</p> | <ol style="list-style-type: none"> 1. e-Learning module on service-learning and experiential activity <ol style="list-style-type: none"> a. Students are required to undertake the ten-hour e-learning module on the concept and practices of service-learning at the beginning of the course. b. To foster empathy in students and encourage them to broaden their horizons and apply what they learn in life, students are encouraged to participate in at least one experiential activity and write a brief reflective paper on the experience. Examples of experiential activities are: <ul style="list-style-type: none"> • visiting an exhibition of tactile art (e.g. tactile art + audio description projects at Beyond Vision studio, JCIT, PolyU) • attending a live performance with audio description elements (e.g. art events organized by Arts with the Disabled Association of Hong Kong) • attending screening of a film with live audio description (e.g. bi-weekly film screening with audio description at HKSB); • attending screening of a film with pre-recorded audio description (e.g. at designated UA cinemas that provide receivers to audience for viewing specific films with pre-recorded audio description); • attending a simulated workshop (e.g. the Noir Journey organized by STARS of PolyU). 2. Discipline-specific lectures, tutorials and practicum workshops <ol style="list-style-type: none"> a. Weekly lectures are designed to introduce basic approaches to understanding different art forms and cultural representations as well as the theoretical concepts, principles and backgrounds of audio description. b. Interactive tutorials and practicum workshops are to be conducted in smaller groups to teach students the skills of live audio description in situ. c. The writing assignments of a short critical appreciation paper on a selected art theme or exhibition (for service activities II and III respectively) further develops students' general academic competencies—the abilities to analyze, identify, summarize and present key ideas—that are also fundamental to the practice of audio description. 3. Service-specific seminars, docent training and workshops <ol style="list-style-type: none"> a. To enhance students' understanding of the life and experience of the disabled as well as their needs, specialists from the Hong Kong Society for the Blind (HKSB) and Audio Description Association (Hong Kong) Limited will be invited to give guest lectures on disability awareness and essential docent training for communication and interaction with the beneficiaries. b. The workshops are interactive and provide hands-on training for specific service. Under the guidance of the instructors, students will learn how to design the service, form a team and divide responsibilities, conduct |

site visit and do research, formulate a plan and make a presentation to obtain feedbacks before the rehearsal.

4. Service rehearsals and activities

- a. To help students evaluate the effectiveness of their service design and method of delivery, identify potential issues and possible solutions, a few visually impaired evaluators appointed by the NGO concerned will be invited to attend specific rehearsal sessions to give immediate feedbacks to students.
- b. The service components are based on similar activities the NGOs have been providing to the visually impaired community in Hong Kong but are adapted to align with the academic focus of developing students' visual literacy, critical thinking and presentation skills.

Tentative schedule of service activities:

| Types of service activities & tentative venues | Week (planned) | Estimated duration of service & interaction |
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| <p>A. Visit to PolyU campus & Jockey Club Innovation Tower (JCIT)</p> <ul style="list-style-type: none"> i. students as a group will participate at an intro tour to JCIT as initial site visit ii. students will divide into groups responsible for detailed planning to introduce certain interesting parts of the campus and highlights of JCIT for beneficiaries iii. students will rehearse the in situ AD on site at researched parts of the campus and JCIT with feedback from client iv. students will deliver the rehearsed service to beneficiaries | <p>Preparation in Week 3</p> <p>Delivery of service in Week 4</p> | <p>1 hour of rehearsal under supervision of client + 1 day (7 hours) of service delivery:</p> <p>(3 hours: Pick up beneficiaries from designated meeting point to venue; deliver AD in situ during tour of campus</p> <p>1 hour: lunch with beneficiaries</p> <p>3 hours: deliver AD in situ during tour of JCIT)</p> |
| <p>B. Visit to exhibition at the Hong Kong Convention & Exhibition Centre (HKCEC)</p> <ul style="list-style-type: none"> i. students as a group will participate at an intro tour to the exhibition venue as initial site visit ii. students will divide into groups responsible for detailed planning to introduce points of interest of the museum and designated exhibits for beneficiaries | <p>Preparation in Week 5</p> <p>Delivery of service in Week 6</p> | <p>1 hour of rehearsal under supervision of client +</p> <p>1 day (7 hours) of service delivery:</p> <p>(3 hours: Pick up beneficiaries from designated meeting point to venue; deliver AD in situ during tour of the museum compound)</p> |

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| | <ul style="list-style-type: none"> iii. students will rehearse the in situ AD with feedback from client iv. students will deliver the rehearsed service to beneficiaries | | <p>1 hour: lunch with beneficiaries</p> <p>3 hours: deliver AD in situ during exhibition; return journey with beneficiaries)</p> |
| | <p>C. Visit to art exhibition at a museum (e.g. the Jockey Club Contemporary Art Gallery at Tai Kwun)—TBD after arrangement with hosting museum</p> <ul style="list-style-type: none"> i. students as a group will participate at an intro tour to the exhibition venue as initial site visit ii. students will divide into groups responsible for detailed planning to introduce points of interest of the museum and designated exhibits for beneficiaries iii. students will rehearse the in situ AD with feedback from client iv. students will deliver the rehearsed service to beneficiaries | <p>Preparation in Week 7</p> <p>Delivery of service in Week 8</p> | <p>1 hour of rehearsal under supervision of client +</p> <p>1 day (7 hours) of service delivery:</p> <p>(3 hours: Pick up beneficiaries from designated meeting point to venue; deliver AD in situ during tour of the museum compound)</p> <p>1 hour: lunch with beneficiaries</p> <p>3 hours: deliver AD in situ during exhibition; return journey with beneficiaries)</p> |
| | <p>D. Apprenticeship with HKSB on film screening</p> <ul style="list-style-type: none"> i. students will attend a film screening with AD to observe how docents set up venue and assist beneficiaries ii. students will experience the live AD delivered to understand AD standards and functions | <p>One afternoon in Week 9 (particular week to be decided by HKSB)</p> | <p>4 hours of observation and service delivery under supervision of HKSB docents</p> |
| | <p>E. Preparation of film screening</p> <ul style="list-style-type: none"> i. the instructors will choose a film that either comprises of a number of short films (e.g. “Ten Years”) or short independent films (e.g. ifva) for students to view and select; ii. students will rehearse their film AD and seek feedback from visually impaired evaluators to improve the script | <p>One afternoon in Week 9</p> | <p>2 hours of AD rehearsal to get feedback from evaluators</p> |

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| | <ul style="list-style-type: none"> iii. students will prepare a brief introduction to their chosen film to be delivered at the start of the actual film screening | | |
| | <p>F. Actual film screening with AD on PolyU campus</p> <ul style="list-style-type: none"> i. students act as docents to assist beneficiaries at the screening ii. students will prepare an introduction in group, and a representative will present the introduction to the beneficiaries at the start of the film screening iii. students will deliver AD of the film iv. discussion with beneficiaries after the screening v. students will interact with the beneficiaries during lunch | <p>One afternoon in Week 10</p> | <p>4 hours of service delivery:</p> <p>(1 hour: Pick up beneficiaries from designated meeting point to venue; lunch with beneficiaries</p> <p>3 hours: deliver introduction, AD in situ during film screening; discussion with beneficiaries to get feedback)</p> |
| | <p>G. Visit to Jockey Club Creative Arts Centre + film screening with AD at JCCAC—TBD after arrangement with JCCAC & art studios at JCCAC</p> <ul style="list-style-type: none"> i. students as a group will participate at a guided tour to JCCAC as initial site visit ii. students will divide into groups responsible for detailed planning to introduce points of interest of JCCAC and designated art studios or exhibitions for beneficiaries iii. students will rehearse the in situ AD with feedback from client iv. students will deliver the rehearsed service to beneficiaries | <p>Preparation in Week 11</p> | <p>1 hour of rehearsal under supervision of client +</p> <p>1 day (7 hours) of service delivery:</p> <p>(3 hours: Pick up beneficiaries from designated meeting point to venue; deliver AD in situ during tour of JCCAC)</p> <p>1 hour: lunch with beneficiaries</p> <p>3 hours: deliver AD in situ during film screening; return journey with beneficiaries)</p> |
| | <p>H. Visit to Jockey Club Creative Arts Centre + film screening with AD at JCCAC—TBD after arrangement with JCCAC & Free Lance (independent filmmaking studio at JCCAC)</p> | <p>Delivery of service in Week 12</p> | |

| | <ul style="list-style-type: none"> i. the instructors will choose short independent films for students to view and select; ii. students will rehearse their film AD iii. students will prepare a brief introduction to their chosen film to be delivered at the start of the actual film screening | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>5. Reflective papers and review session on the service project</p> <ul style="list-style-type: none"> a. To help students reflect on the connection of their academic learning with their roles and social responsibilities, students are required to write a reflective journal on what they have learned from planning, rehearsing and conducting the service activities as well as their interactions with the beneficiaries. b. To help students review the efficacy of applying academic knowledge to service practice, some of the beneficiaries of the service component and/or staff of NGOs concerned will be invited to give feedbacks to students on their service performance during the review session in Week 13. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p> | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="9">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> <th>i</th> </tr> </thead> <tbody> <tr> <td>1. e-learning Module on Service-Learning</td> <td>Pass/Fail</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Two 1-page papers demonstrating critical appreciation of an art theme or exhibition</td> <td>20%</td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Presentation on the design plan for service</td> <td>10%</td> <td>√</td> <td></td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>4. Rehearsal of service</td> <td>15%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>5. Delivery of service in situ</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>6. Reflective paper on an experiential activity</td> <td>5%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>7. Reflective journal on the service-learning experience</td> <td>20%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | a | b | c | d | e | f | g | h | i | 1. e-learning Module on Service-Learning | Pass/Fail | √ | | | | | | | | | 2. Two 1-page papers demonstrating critical appreciation of an art theme or exhibition | 20% | √ | | | √ | | | | | | 3. Presentation on the design plan for service | 10% | √ | | √ | | √ | √ | | √ | | 4. Rehearsal of service | 15% | √ | √ | √ | | √ | √ | √ | | | 5. Delivery of service in situ | 30% | √ | √ | √ | | √ | √ | | √ | | 6. Reflective paper on an experiential activity | 5% | | | | | | | √ | | √ | 7. Reflective journal on the service-learning experience | 20% | | | | | | | √ | | √ | Total | 100 % | | | | | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. e-learning Module on Service-Learning | Pass/Fail | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3. Presentation on the design plan for service | 10% | √ | | √ | | √ | √ | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Rehearsal of service | 15% | √ | √ | √ | | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Delivery of service in situ | 30% | √ | √ | √ | | √ | √ | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Reflective paper on an experiential activity | 5% | | | | | | | √ | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Reflective journal on the service-learning experience | 20% | | | | | | | √ | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. Completion of the e-learning module at the beginning of the course (individual assignment: ILO a): students are expected to complete the module within specified time to demonstrate their commitment in service-learning.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2. Critical appreciation paper (individual assignment: ILOs a, d): students are required to write two 1-2 page-long critical appreciation papers, each on a selected art theme or exhibition. The selection, organization and presentation of content in the short paper will be an indication of students' competence in visual literacy.

3. Presentation of the service design plan (group assignment: ILOs a, c, e, f, h): students will form small groups and work together to research on the subject (such as an exhibit), conduct site visit (if necessary) and come up with a plan on the delivery of service. The teamwork will be an indication of students' abilities to work collegially and cooperatively with others in organizing a service activity, whereas the content of the design plan will indicate how well students recognize the needs of the beneficiaries and are prepared to meet those needs through the planned service.

4. Rehearsal of service (group assignment: ILOs a, b, c, e, f, g): after presentation of the service design plan and receiving feedback from instructors to improve the plan, students in the same team will rehearse the audio description informally on their own and then do the service rehearsal formally under supervision of the instructors. A couple of visually impaired evaluators or staff from the NGO concerned will attend the formal rehearsal and give verbal feedback to the students. Students' performance at the formal rehearsal will indicate how well they understand the needs of the visually impaired and how effectively they can communicate with the beneficiaries by means of audio description.

5. Delivery of service (group assignment: ILOs a, b, c, e, f, h): on the date of the service delivery, each small team of students will be assigned a visually impaired beneficiary to deliver the live audio description service. The service delivery will indicate how well students understand the functions of audio description and how skilful they are able to deliver the audio description in situ to provide a meaningful art or cultural experience for the beneficiaries. The team's performance in serving the assigned beneficiary will be an indication of students' abilities to recognize the needs of the beneficiary, communicate with the beneficiary, as well as identify and deal with any potential problem in the course of interacting with the beneficiary.

6. Short reflective paper (individual assignment: ILOs g, i): students will write a 1-2 page paper reflecting on an experiential activity they have chosen to attend on their own in the course of the semester. The paper will be a demonstration of empathy and appreciation of the needs and experience of the visually impaired.

7. Reflective journal (individual assignment: ILOs g, i): students will write a 4-5 page journal reflecting on what they have learned in the subject, how they have applied their learning to actual practice, and their experience in interacting with the beneficiaries. The journal will be an indication of the empathy they have developed for the visually impaired and their reflection on the social role and responsibilities as an educated person with trained linguistic competencies.

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| Student Study Effort Expected | Class contact: | |
| | ▪ Lecture (2 hours x 13 weeks) | 26 Hrs. |
| | ▪ Practicum workshop (1 hour x 13 weeks) | 13 Hrs. |
| | Other student study effort: | |
| | ▪ Reading and e-learning at home | 15 Hrs. |
| | ▪ Disability awareness and docent training | 8 Hrs. |
| | ▪ Preparation for the service | 12 Hrs. |
| | ▪ Rehearsal of service | 6 Hrs. |
| | ▪ Service contact hours | 40 Hrs. |
| | ▪ Reflection and review | 10 Hrs. |
| | Total student study effort | 130 Hrs. |
| Reading List and References | <p>Required Reading</p> <p>Cress, Christine M., Peter J. Collier, and Vicki L. Reitenauer. <i>Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities</i>. Second Edition. Sterling, Virginia: Stylus Publishing, 2013.</p> <p>Fryer, Louise. <i>An Introduction to Audio Description: A Practical Guide</i>. Routledge (2016).</p> <p>Holland, Andrew. "Audio Description in the Theatre and the Visual Arts: Images into Words". In Jorge Diaz Cintas and Gunilla Anderman eds. <i>Audiovisual Translation: Language Transfer on Screen</i>. Palgrave Macmillan, 2009, pp.170-185.</p> <p>Leung, Dawning. "Audio Description in Hong Kong." In R. Barios-Pinero and J. Diaz-Cintas eds., <i>Audiovisual Translation in a Global Context: Mapping an Ever-changing Landscape</i>. Basingstoke: Palgrave Macmillan, 2015, pp.266-281.</p> <p>Snyder, Joel. "Audio Description: The Visual Made Verbal", <i>The International Journal of the Arts in Society</i>, vol.2 (2007). http://www.arts-journal.com.</p> <p>Yeung, Jessica. "Audio Description in the Chinese World". In Jorge Diaz Cintas, Pilar Orero and Aline Remael eds, <i>Media for All: Subtitling for the Deaf, Audio Description, and Sign Language</i>. Amsterdam: Rodopi, pp.231-244.</p> <p>Reference List</p> <p>Chisholm, Linda A. <i>Knowing and Doing: the Theory and Practice of Service-learning</i>. New York: International Partnership for Service-Learning and Leadership, c2005.</p> <p>Matamala, Anna and Pilar Orero. <i>Researching Audio Description: New Approaches</i>. Springer Nature, 2016.</p> <p>Maszerowska, Anna, Anna Matamala and Pilar Orero eds. <i>Audio Description: New Perspectives Illustrated</i>. Amsterdam and Philadelphia: John Benjamins Publishing Company, 2014.</p> <p>Snyder, Joel. <i>The Visual Made Verbal: A Comprehensive Training Manual and Guide to the History and Applications of Audio Description</i>. Dog Ear Publishing, LLC (2014).</p> | |

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| | <p><u>Reference readings in Chinese:</u></p> <p>香港盲人輔導會。《香港電影口述影像發展計劃 2011-2012》。香港: 創意香港 (2012)。</p> <p>趙雅麗 (Ya-Ly Chao) 。《言語世界中的流動光影 - 口述影像的理論建構》。台北：五南出版社 (2002) 。</p> <p>趙雅麗 (Ya-Ly Chao) 。 “口述影像：一個翻譯與再現觀點的對話” 《新聞學研究》 70 期, pp. 97-134 。</p> <p>吳宗芝；謝楨楨。 “中國視障口述影像服務的發展現狀與大陸推廣” 《新聞研究導刊》 (2015) 10 期, pp. 20-21 。</p> |
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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.