

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CLC2S03
Subject Title	Language Arts for Community Projects: Teaching Chinese as a service learning experience
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. Introduce to students the concept and practice of service-learning; 2. Raise students' awareness of social issues in Hong Kong and educate them on the challenges and children with special learning needs in Hong Kong; 3. Introduce students to the use of language arts as a more integrated way of learning the language through listening, speaking, reading, writing, viewing and visually representing with a focus on speech, recitation, gaming and creative writing; 4. Enhance students' sensitivity and awareness of the roles and functions of language in addressing the different needs of people from various domains; 5. Enhance students' generic competencies of innovative problem solving, communication and teamwork; 6. Nurture students' sense of social awareness, responsibility and engagement.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Link their service-learning activities and experiences with the academic content of the subject; b. Apply concepts from language arts to plan, structure and deliver language services of different natures to children with special learning needs; c. Develop critical thinking skills from feedback given by community members, teachers and peers; d. Work effectively in teams to solve problems encountered in planning and delivering the service; e. Demonstrate empathy for people in need and a sense of civic responsibility and communicate effectively with clients and/or other stakeholders;

	<p>f. Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen.</p>
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>The topics in the course syllabus cover five major areas:</p> <ol style="list-style-type: none"> 1. Concept and Practice of Service-learning <ul style="list-style-type: none"> • Ethical issues in service-learning; • Proper attitudes and behaviors in service delivery; • Developing a service project plan; • Reaching out to local schools, community centers or non-government organizations (NGOs); 2. Discipline-Specific Concepts and Issues <ul style="list-style-type: none"> • Understanding of theories and concepts of language arts; • Reviewing teaching methods and reference materials on the use of language arts to facilitate learning and teaching of creative writing, drama, story-telling, films, games, and songs which are of benefit to the community, students and the university; • Researching into the language learning needs of the community, with a focus on Chinese; 3. Project-Specific Strategies and Skills <ul style="list-style-type: none"> • Discussing the project with the target group; • Ascertaining their language learning needs and working with them in designing language learning materials/services; • Designing materials/ activities e.g. stories, scripts, comics, new media materials, etc. or camps, performances and workshops to address a specific need of the target group; • 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 centers or non-government organizations during the preparation of products/services. 4. Community Service <ul style="list-style-type: none"> • Conducting services for or piloting learning materials with relevant target groups; • Collecting feedback from participants/ and/or stakeholders on completion of the project; • Reflecting on the experiences of delivering materials/services in the form individual journals. 5. Reflection & Summary <ul style="list-style-type: none"> • Seeking feedback from the participants, stakeholders and target groups; • Sharing their reflection with the class; • Providing a post-project summary to the target groups.

	<p>Ensuring sustainability of the learning material/service for future service-learning activities (local and offshore).</p>
<p>Teaching/Learning Methodology (Note 3)</p>	<p>This is a service-learning subject that teaches Chinese and the schools in Hong Kong are using Cantonese or Putonghua in teaching Chinese. Interviews may be required to guarantee students' proficiency level of Chinese.</p> <p>1. e-Learning Module The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service-learning. Students are required to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject.</p> <p>2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops These lectures, seminars, tutorials and/or workshops are designed and conducted by the subject offering department to equip students with the discipline-specific knowledge and skills required for planning and conducting the service-learning project.</p> <p>3. Project-Specific Seminars, Tutorials and/or Workshops The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' understanding of the targeted clients, as well as other issues relating to the service-learning project, (b) provide training for students in generic skills in planning and delivering the service project. Experts and speakers from outside the subject-offering department (e.g. Service-Learning and Leadership Office, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used. Students are required to attend <u>all</u> of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete <u>all</u> of the required assignments/learning tasks prior to participation in the service-learning project.</p> <p>4. Service-learning Projects The service-learning projects are designed to develop students' generic competencies of innovative problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement. Students are required to:</p> <ul style="list-style-type: none"> • Visit and communicate with the designated target groups e.g. schools, community centers and NGOs to discuss details of the group projects; • Design and deliver language arts activities in the form of any innovative solution included but not limited to creative writing workshops /

performances / day camps / day tours / organized indoor or outdoor activities;

- Communicate effectively and work as a team. Every student is expected to take part in preparing the learning materials/activities, leading and delivering the language product/service.

The service project will take place in:

- The activities may take place during the day time, or in the evening, on weekdays / weekends/ public holidays, depending on the needs of the target groups;
- The teaching will normally be conducted in schools, community centers and NGOs;

5. Reflective Journal and Review Sessions

Students will be required to write a reflective journal after the service-learning project to demonstrate their ability to: (a) link their service-learning experiences with the academic focus/discipline-specific content of the subject, (b) reflect on their service-learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities.

To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both during and after the service-learning project. Experts and facilitators from outside the subject-offering department (e.g. Service-Learning and Leadership Office, NGOs) may be invited to contribute to some of these sessions as appropriate.

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
1. E-Learning module	10	✓	✓			✓	
2. Quiz	20	✓	✓				
3. Group presentation	15	✓	✓	✓	✓		
4. Service teaching performance	35		✓	✓	✓	✓	
5. Reflective journal	20	✓	✓	✓	✓	✓	✓
Total	100 %						

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment will be divided into five categories: e-Learning module, quiz, group presentation, service teaching performance and reflective journal.</p> <p>The e-Learning module and quiz will include assignments and learning tasks that are designed to assess students' ability to link service-learning with the academic content of the subject, their empathy for the underprivileged community as well as their understanding of their role and responsibilities in society.</p> <p>The lesson plans designed by the students will show how well they are able to incorporate their ongoing teaching experiences into follow-up lessons, their awareness of the specific needs of target students, and their creativity in addressing these needs. Group presentation will be used to assess the students' abilities to solve the specific and challenging problems faced by the children with special learning needs. The service teaching performance will assess how well they execute these teaching services. The service reflective journal will measure the degree to which the students have fully understood the unique needs of target group of children, and whether or not they have meaningfully pondered their ability and their potential to use their skills to help the children with special learning needs in learning Chinese.</p> <p>All assessments may be completed using GenAI tools, except for those in-class assessments specifically designated to be done without GenAI.</p>	
	e-Learning Module	10 Hrs
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures and workshops (Discipline Specific) 	12 Hrs
	<ul style="list-style-type: none"> ▪ Seminars (Project Specific) 	12 Hrs
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Service hours Preparation: 20 hours Service contact hours: 40 hours 	60 Hrs
	<ul style="list-style-type: none"> ▪ Reading and class preparation: 20 hours 	20 Hrs
<ul style="list-style-type: none"> ▪ Reflection and review 	9 Hrs	
	Total student study effort	123 Hrs
Reading List and References	Bowell, P., & Heap, B. S. (2001). <i>Planning process drama</i> . London: David Fulton.	

	<p>Boyle, J. (2000). International Attitude to Languages and the Study of Global Issues. In D. C. S. Li, A. Lin, & W.K. Tsang (eds.) <i>Language and Education in Postcolonial Hong Kong</i> (pp.59-80). Hong Kong: Linguistic Society of Hong Kong,</p> <p>Brent, M.R. (ed.). (1997). <i>Computational Approaches to Language acquisition</i>. Cambridge, MA: The MIT Press.</p> <p>Butin, D. W. (2010). <i>Service-learning in theory and practice: the future of community engagement in higher education</i>. New York: Palgrave Macmillan.</p> <p>Ferrante-Fernandes, L. (1982). <i>Adapting Narratives for Skits to Teach Language through Drama</i>. Retrieved from. http://www.yale.edu/ynhti/curriculum/units/1982/5/82.05.01.x.html</p> <p>Macfarlane, B. (2007). <i>The academic citizen: the virtue of service in university life</i>. London: Routledge.</p> <p>Moseley, D., Baumfield, V., Elliott, J., Gregson, M., Higgins, S., Miller, J., & Newton, D. P. (2005). <i>Frameworks for thinking: A handbook for teaching and learning</i>. (pp.185-248). Cambridge: Cambridge University Press.</p> <p>Sailors, M. (2009). Professional Development that Supports the Teaching of Cognitive Reading Strategy Instruction. Paper presented on “Research on Educational Effectiveness: Methods that Matter”, 1st-3rd, Mar.</p> <p>Shi, D.X. (2000). Hong Kong Written Chinese and Language Teaching. In D.C.S. Li, A. Lin, and W.K. Tsang. (eds.) <i>Language and Education in Postcolonial Hong Kong. Linguistic Society of Hong Kong,</i>(pp.197-213). Hong Kong: Linguistic Society of Hong Kong,</p> <p>Spiro, J. (2006). <i>Story building</i>. London: Oxford University Press.</p> <p>Tompkins, G. E. (2012) 8th ed. <i>Language Arts: Patterns of practice</i>. Pearson.</p> <p>Yu Ping Han. (2005). Teaching Writing in Chinese as Mother tongue: Mainland China. In Mark Shiu Kee Shum & De Lu Zhang. <i>Teaching Writing in Chinese Speaking Areas</i>. (pp.47-64). NY: Springer.</p> <p>何三本(2002)。《九年一貫聽說教學》。台灣：五南出版社。</p> <p>台中教育大學(2009)。《國語文教學資料庫。》，提取自： http://www.ntcu.edu.tw/lan/chinese%20center/main1-3-2-2.html</p> <p>施仲謀、葉植興(2009)。《朗誦教與學》。香港：中華書局。</p> <p>李學銘、陳榮石、張吳鳳平(1992)。《香港小學高年級學生寫作語誤分析》。載於李學銘主編《語文教與學素質的維持與達成》，第 181-197 頁。香港：香港政府印務局。</p> <p>祝新華(2012)。《促進學生多讀：主題閱讀活動的組織與評估》。載何文勝主編《面向多元化的語境：語文教育的反思》第 282-290 頁。蘇州大學出版社。</p>
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	<p>祝新華(2003)。《發展“贊賞-建議”型的評估方式——以華文科寫作評估為例》。載新加坡華文研究會《新加坡華文教學論文三集》第 221-238 頁。新加坡：泛太平洋出版社。</p> <p>祝新華(2011)。《促進學習評估中的反饋的效能及其提升策略》。《課程教材教法》，第 4 期，第 58-64 頁。</p> <p>薛意梅華語文中心（2001）。《華語處處通》。提取自： http://www.chinesewaytogo.org/</p> <p>許瓊玲(2012)。《語文戲劇化教學》。台灣：秀威資訊科技。</p> <p>謝錫金(2005)。《兒童閱讀能力進展：香港與國際比較》第 20-34 頁。香港：香港大學出版社。</p> <p>陳學超、朱川、劉慧(2000)。《普通話朗誦技巧與訓練》。香港普通話研習社、香港文化教育出版社。</p> <p>陳榮石(1995)。《中文應用文在香港雙語社會的體制問題》。《上海大學學報》，第 6 期，第 92-97 頁。</p> <p>陳瑞端(1997)。《香港學生錯別字研究與識字教學》。載《第五屆國際漢語教學討論會論文選》，第 493-499 頁。北京：北京大學出版社。</p> <p>馮瑞龍等(2002)。《寫作教學遊戲手冊》。香港：中華書局。</p> <p>馮瑞龍等(2002)。《語法教學遊戲手冊》。香港：中華書局。</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.