

Subject Code	ENGL3018
Subject Title	Teaching English as a Service Learning Experience
Credit Value	3
Level	3
Pre-requisite	ENGL2004 “Analysis of English Pronunciation” & ENGL2006 “Analysis of English Grammar” OR equivalents
Objectives	The aim of this subject is to raise the students’ awareness of civic engagement and to cultivate their social responsibility. By designing English language learning programs to help other members in the community at large, students apply what they have learned in their university education to serve their community. Through their participation in helping others to learn and through their engagement in serving the people in need, students will develop a sense of strong commitment to the community.
Intended Learning Outcomes	Upon completion of the subject, students will be able: <ul style="list-style-type: none"> ■ (a) to apply their knowledge of the English language system to help members of the community to learn English; ■ (b) to share their knowledge of the English language system and their skills as proficient English learners with members of the community at large; ■ (c) to reflect on their role as a responsible member of the Hong Kong society, of the Chinese nation, and of the global community; ■ (d) to develop a sense of empathy for people who need assistance in learning English; and ■ (e) to build up a sense of civic responsibility through their engagement in serving the community.
Subject Synopsis/ Indicative Syllabus	Topics to be covered: <ol style="list-style-type: none"> (1) Community Service <ul style="list-style-type: none"> • What is “community service”? • Why is “community service” important? • What is “social responsibility”? • What is “social justice”? (2) Understand your community and understand yourself <ul style="list-style-type: none"> • Who are the needy in your local community and/or in a global sense? • What are the strengths and weaknesses of yourself and your group members? • How can YOU help? (3) Interpersonal communication skills <ul style="list-style-type: none"> • The “do’s and don’ts” in communication

	<p>(4) Collaborating with community service agencies</p> <ul style="list-style-type: none"> • NGOs (non-governmental organizations) • Other community service agencies • University supporting units <p>(5) Planning your project</p> <ul style="list-style-type: none"> • Assessing the needs of your service recipients • Focus of your project • Working out a feasible plan <p>(6) Reflection and Evaluation</p> <ul style="list-style-type: none"> • Project proposals • Execution of projects • Reflective journals • Report-back group presentations 																																															
<p>Teaching/Learning Methodology</p>	<p>The subject involves</p> <p>(a) Interactive lectures – Experts will be invited to give interactive lectures on each of the topics outlined in the subject synopsis given above.</p> <p>(b) Seminar discussion – Controversial issues will be discussed by students in seminar hours led by instructors.</p> <p>(c) Role play – Scenarios in which students may encounter difficulties in carrying out their projects will be simulated through role-plays</p> <p>(d) Hands-on service learning projects – the planning, the delivery and the evaluation of the projects will be conducted by the students themselves under the guidance of instructors.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="527 1123 1469 1837"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Group project proposal (written)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Execution of the group project (individual)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Report-back presentations (group)</td> <td>20%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Reflective journals (individual)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Group project proposal (written)	30%	✓	✓	✓	✓	✓	2. Execution of the group project (individual)	30%	✓	✓	✓	✓	✓	3. Report-back presentations (group)	20%			✓	✓		4. Reflective journals (individual)	20%	✓	✓	✓	✓	✓	Total	100 %					
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	<p>intended learning outcomes:</p> <p>(1), (2) & (3) Group project (written proposal, execution and report-back) – Students have to apply their knowledge in designing an appropriate project to help members of the community to learn English. In doing so, they have to reflect on what the community needs, how they can contribute to serve the community at large. This will raise their awareness of civic engagement and develop their social responsibility.</p> <p>(4) Reflective journals – Through reflecting on their experience in designing the English project, delivering the English programme, and in communicating with the groups of recipients as well as the service organizations, students will be able to understanding their role in society and cultivate a sense of commitment to the community in future.</p>	
Student Study Effort Expected	Class contact:	
	▪ 2-hour lecture x 13 weeks	26Hrs.
	▪ 1-hour seminar x 13 weeks	13 Hrs.
	Other student study effort:	
	▪ Service hours preparation: 20 hours delivery on-site: 40 hours	60 Hrs.
	▪ Reading and preparation for lectures and seminars	14 Hrs.
	Total student study effort	113 Hrs.
Reading List and References	<p>Beebe, Steven A., Susan J. Beebe, and Mark V. Redmond (6th Edition). (2011). <i>Interpersonal communication: relating to others</i>. Boston: Allyn & Bacon.</p> <p>Butin, Dan W. (2010). <i>Service-learning in theory and practice: the future of community engagement in higher education</i>. New York: Palgrave Macmillan.</p> <p>Cress, Christine M., Peter J. Collier, Vicki L. Reitenauer, and Associates. (2005). <i>Learning through serving: a student guidebook for service-learning across the disciplines</i>. Sterling, VA: Stylus Pub.</p> <p>Erickson, Joseph A. and Jeffrey B. Anderson (Eds.) (2005). <i>Learning with the community: concepts and models for service-learning in teacher education</i>. Washington, DC: American Association for Higher Education.</p> <p>Macfarlane, Bruce. (2007). <i>The academic citizen: the virtue of service in university life</i>. London; New York: Routledge.</p> <p>Wood, Julia T. (2010). <i>Interpersonal communication: everyday encounters (6th Edition)</i>. Boston, MA: Wadsworth.</p>	

Prepared by Cathy Wong
 Last revised on 4-April-2014