

The Hong Kong Polytechnic University
Subject Description Form

Subject Code	ELC2S02
Subject Title	Serving the Community through Teaching English
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 complex issues of privilege and foreign language learning opportunities in underserved communities, and to nurture among students sensitivity and empathy to people different from themselves 3. enable students to develop the competence in delivering effective oral presentations 4. provide students with opportunities to address challenges in preparing and delivering presentations in realistic situations, for example the need to adjust content with reference to the level and expectation of the audience, as well as to the complexity of the situation 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	<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. Facilitate presentations effectively according to the audience's needs, speaking objectives and mode of delivery c. Select content, language, multimodal means appropriately to engage audience and impact outcomes d. Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service setting e. Work effectively in teams to solve problems encountered in planning and delivering the service f. Communicate effectively with clients and/or other stakeholders g. Demonstrate empathy for people in need of language support and a sense of civic responsibility h. Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen

**Subject Synopsis/
Indicative Syllabus**

The topics in the course syllabus cover three major areas:

1. Concept and Practice of Service Learning:
 - Principles, concepts and myths of service learning
 - Benefits of service learning to students, the university and the community
 - Ethical issues in service learning
 - Basic concepts and theories of social problems, developments and justice
 - Social responsibilities of global citizens as intellectuals and professionals
 - Proper attitudes and behaviours in service delivery
 - Developing a service project proposal/plan
 - Effective team work and problem solving skills in service-learning projects
 - Reflection as a tool for learning
2. Discipline-Specific Concepts, Issues and Skills
 - Features of effective presentations
 - Analysing your audience
 - Analysing the speaking purpose
 - Selecting appropriate contents
 - Employing a clear and coherent structure
 - Speaking clearly and persuasively: pronunciation, intonation and effective use of pauses
 - Enhancing clarity and persuasiveness
 - Teaching and presentations
 - Analysing your service recipients: background and language levels
 - Setting teaching objectives
 - Selecting appropriate learning materials and activities
 - Designing a clear and coherent lesson plan
 - Presenting in a classroom: giving clear instructions, choosing language appropriate to learners, speaking with clear pronunciation
 - Enhancing clarity and persuasiveness with the support of multimodal means
 - Application of acquired knowledge and skills in different presentation contexts
 - Moral and ethical considerations as a responsible member of the community and empathy for people who need assistance in learning English
3. Project-Specific Concepts, Issues and Skills
 - Understanding the historical, cultural, and socio-political background of the targeted clients/underprivileged communities
 - Health, safety and other issues relevant to the service project
 - Moral and ethical concerns specific to the project and beneficiaries

Teaching/Learning Methodology

This subject is designed as a two-semester subject (semesters 1+2, or semester 2+ semester 3). It comprises lectures, seminars and a teaching service component.

The service delivery will take place in the second/ third semester. The duration and frequency of discharge depends on where the service location is. Students serving clients in HK will deliver the service on weekday evenings from week 3 to 12 of a semester, probably two times a week. The service will also comprise a one-day PolyU campus event designed for the clients. Students serving clients outside HK will need to attend an intensive off-shore trip lasting 7 to 14 days in late May or June. In situations when face-to-face, and/or outbound service is not feasible, students will deliver teaching service online. The service period and duration will be similar to that of face-to-face service.

The teaching service component is the focus of the subject. Students are required to render a 40-hour English language workshop for either a) primary school children from underprivileged communities in HK, mainland China or other regions, b) English subject teachers in rural China or other regions in need of language support, or c) elderly people from underprivileged communities in HK. Students will serve as tutors to primary school children or teaching assistants to ELC teachers when serving rural teachers or elderly people. Students are responsible for developing relevant teaching materials before the service and presenting them at the language workshop. As part of the service, students will facilitate other out-of-classroom activities, such as home visit, PolyU visit, performances and so on.

Lectures: All the topics in the indicative syllabus, including basic concepts and principles of service-learning, will be presented in lectures led by ELC academic staff. The lectures will also equip students with the discipline-specific knowledge and skills required for planning and conducting the language workshop. Other than ELC academic staff, outside speakers from NGOs and collaborative partners will be invited to share their knowledge about and experience working with the service recipients.
Seminars and consultation hours: Students will be required to complete assigned reading/ tasks and discuss /present it/them in seminars. They will discuss their teaching kits under-design with subject lecturers during consultation hours and feedback will be provided accordingly.

Reflection: students will be required to write reflective journals and reports both before and after the teaching service 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

Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows:

Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed							
		a	b	c	d	e	f	g	h
Story-telling/instructions presentation (Individual)	10%		✓	✓					
Teaching kit presentation (Individual)	30%		✓	✓	✓	✓			
Performance in rendering service (Classroom teaching) (Individual)	30%		✓	✓	✓	✓	✓	✓	
Reflective journal/report (Individual)	30%	✓			✓	✓	✓	✓	✓
Total	100%								

Students must obtain a pass in all of the components in order to pass the subject.

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

The story-telling/ instructions presentation task is designed to assess students' ability to apply the introduced presentation skills when communicating with service recipients (ILO b&c).

Students are required to design a proposed teaching kit for target service recipients as preparation for service. They will need to present their teaching kit persuasively to subject lecturers before the service and justify its suitability for the clients. This presentation will demonstrate students' ability to work effectively in teams to solve problems in planning for the service [ILO e), and to apply their discipline-specific as well as other knowledge and skills (ILO b and c) to deal with issues and problems in the service settings (ILO d).

Students are required to submit a video that captures their service/teaching performance at the service location. Students' attitude and performance in the rendering of service, their degree of engagement with the service recipients, their collaboration with other students, are indicators of their ability to communicate effectively with clients and stakeholders (ILO f), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO g and h), and their ability to

	<p>work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO b, c and d).</p> <p>Students need to submit two pieces of reflective writings, one after the completion of their teaching kit presentation and another after the teaching service. The first writing expects students to reflect on their group collaboration and project development experiences [ILO d and e]. The other writing assesses their ability to link service learning and the academic content of the subject (ILO a), their ability to evaluate their performance at the service project (ILO b, c and d), their empathy for the less fortunate people in the society (ILO g), and their ability to reflect on their role and responsibilities in the society (ILO h).</p>	
<p>Student study effort expected</p>	<p>Class Contact</p>	
	<ul style="list-style-type: none"> • Discipline-related Lectures, and Seminars 	<p>26 hours</p>
	<ul style="list-style-type: none"> • Project-Specific consultations 	<p>5 hours</p>
	<ul style="list-style-type: none"> • Pre-service training 	<p>5 hours</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> • Readings, self study, and planning and preparation for the service project 	<p>30 hours</p>
	<ul style="list-style-type: none"> • Direct rendering of service 	<p>40 hours</p>
	<ul style="list-style-type: none"> • Reflection and review 	<p>15 hours</p>
<p>Total student study effort</p>		<p>121 hours</p>
<p>Reading list and references</p>	<ol style="list-style-type: none"> 1. Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). <i>Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines</i>. Stylus Publishing 2. Adams, M., Blumenfeld, W., Castañeda, C.R., Hackman, H.W., Peters, M.L., Zúñiga, X. (Ed.) (2010). <i>Readings for Diversity and Social Justice</i>. Routledge 3. Johnson, A. (2005). <i>Privilege, Power, and Difference</i>. McGraw-Hill 4. Sen, A. (2011). <i>The Idea of Justice</i>. Belknap Press of Harvard University Press 5. Sandel, M.J. (2010). <i>Justice: What's the Right Thing to Do?</i>, Farrar, Straus and Giroux 6. Collie, J. & Slater, S. (1987). <i>Literature in the language classroom – a resource book of ideas and activities</i>, Cambridge: Cambridge University Press. 7. Ellis, M. & O’Driscoll, N. (1994). <i>Giving presentations</i>. Harlow, Essex: Longman. 8. Maley, A. & Duff, A. (1991). <i>Drama techniques in language learning</i>, Cambridge: Cambridge University Press. 	

9. Morgan, A. & Rinvoluceri, M. (1983). *Once upon a time - using stories in the language classroom*, Cambridge: Cambridge University Press.
10. Munter, M. & Russell, L. (2008). *Guide to presentations* (2nd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
11. Nunan, D. (2000). *Language teaching methodology: a textbook for teachers*, Harlow: Pearson Education.
12. Roam, D. (2014). *Show and Tell: how everybody can make extraordinary presentations*, UK: Portfolio Penguin.
13. 杨东平< 2009 年中国教育发展报告 >
<http://www.sociology.cass.cn/shxw/cyshx/P020100225397620008868.pdf>
14. 《2010 年社会蓝皮书》中国社会学网 www.sociology.cass.cn