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	The objectives of this subject are to: 1. Introduce to students the concept and practice of service learning 2. Raise students' awareness of social issues in the service location and educate them on the challenges and needs of underprivileged communities in the service location 3. help students develop the knowledge, language and skills needed to plan, organise and deliver effective presentations in different contexts 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	Upon completion of the subject, students will be able to: a. Link their service learning activities and experiences with the academic content of the subject b. Plan, structure and deliver presentations that meet different audience' needs and speaking purposes c. Deliver instructions and presentations with appropriate choice of words, clear articulation and vocal variety 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
	    - Understanding audience' background and needs
	    - Determining presentation purpose
	    - Structuring and organising content
	    - Delivering presentations: pronunciation, articulation and vocal variety
	    - Engaging and interacting with audience
	  • Teaching and presentations
	    - Background: challenges encountered by service clients in learning English
	    - Setting teaching objectives and designing lesson plans
	    - Choosing appropriate learning materials and activities
	    - Presenting: clarity in instructions, choice of language and pronunciation

	- Engaging and interacting with audience • 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 in 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 5 to 10 days in late May or June. 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 <u>before</u> and <u>after</u> 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 <u>during</u> and <u>after</u> the service learning project. Experts and facilitators from outside the subject-offering department (e.g. Office of Service Learning, 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	% weight ing	Intended subject learning outcomes to be assessed							
		a	b	c	d	e	f	g	h
Story-telling/instructions presentation	10%			✓					

Assessment	Weight	a	b	c	d	e	f	g	h
Teaching kit presentation	30%		✓	✓	✓	✓			
Performance in rendering service (Classroom teaching)	30%		✓	✓	✓	✓	✓	✓	
Reflective journal/report	30%	✓			✓	✓	✓	✓	✓
Total	100%								

<u>Students must obtain a pass in all of the components in order to pass the subject</u>.

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 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 work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO b, c and d).

	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).	
Student study effort expected	**Class Contact**	
	• Discipline-related Lectures, Tutorials, Seminars and/or Workshops	26 hours
	• Project-Specific Seminars, Tutorials and/or Workshops	5-10 hours
	• Reflection and review tutorials and sessions	5-10 hours
	Other student study effort:	
	• Readings, self study, and planning and preparation for the service project	30 hours
	• Direct rendering of service	40 hours
	• Reflection and review	25 hours
	Total student study effort	131-141hours
Reading list and references	1. Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing 2. Adams, M., Blumenfeld, W., Castañeda, C.R., Hackman, H.W., Peters, M.L., Zúñiga, X. (Ed.) (2010). Readings for Diversity and Social Justice. Routledge 3. Johnson, A. (2005). Privilege, Power, and Difference. McGraw-Hill	

	4. Sen, A. (2011). The Idea of Justice. Belknap Press of Harvard University Press
	5. Sandel, M.J. (2010). Justice: What's the Right Thing to Do?, Farrar, Straus and Giroux
	6. Collie, J. & Slater, S. (1987). *Literature in the language classroom – a resource book of ideas and activities*, Cambridge: Cambridge University Press.
	7. Ellis, M. & O'Driscoll, N. (1994). *Giving presentations*. Harlow, Essex: Longman.
	8. Maley, A. & Duff, A. (1991). *Drama techniques in language learning,* Cambridge: Cambridge University Press.
	9. Morgan, A. & Rinvolucri, 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