

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**First Term, 2023-24**

<b>Course Title:</b> BMBL4201 Service Learning I 服務研習 (一)
<p><b>Description:</b>  This course requires students to serve as a volunteer worker in an organization that involves use and promotion of sign language or bimodal bilingualism, and to gain the experiences and know-how they might need in their future career. Such an organization may be a social enterprise, a service provider, an NGO or any organization that supports sign language users as their service consumers or staff members. The organization must have a close relationship with the Deaf community. Students are required to justify why their professional interest can be further enlightened by the service learning experiences. There will be an academic supervisor to guide students in the preparation of the service-learning activities.</p> <p>本科要求學生在特定機構進行義務服務研習，累積經驗，獲取未來工作相關的技能。有關機構需使用並推廣手語或雙渠道雙語。有關機構可以是社會企業、服務供應商、非政府機構或以手語使用者為其服務對象或工作人員的任何組織。所選機構需與聾人社群有密切聯繫。學生需要闡明服務研習所得經驗如何啟發了他們從事本專業的興趣。每位學生將會由一名導師來指導他們準備服務研習計劃。</p>

**Content, highlighting fundamental concepts**

<b>Topic</b>	<b>Contents/fundamental concepts</b>
Personal Growth	Learning about oneself by realizing one's own strength and weakness, developing critical analysis skills and applying them to dissect social situations with self-reflection.
Professionalism	Professionalism in businesses differ in nature. Service providers for business serving the deaf and hard-of-hearing people often adhere to the principles of ethics and morals, confidentiality, and advocacy.
Bimodal Bilingualism	Bimodal bilingual population comprised of mostly deaf and hard-of-hearing, as well as some hearing individuals who know and use a sign language and a spoken language in daily communication.
Cultural Awareness and Oppression	Deaf and hard-of-hearing individuals assume a different culture germinated by communication through the visual-gestural modality. Given their socioeconomic status and the seemingly solutions built upon the medical model, these peoples often face oppression in society.
UN Convention on the Rights of Persons with Disabilities (CRPD) and UN Sustainable Development Goals (SDG)	CRPD adopted a "Human Rights Model" on disability in upholding human rights by advocating equality and respect among within our society with members displaying diverse needs. Articles in CRPD addressing issues of "Accessibility", "Freedom of expression and opinion, and access to information" and "Education" were specifically important in the context of promotion of sign language and reviewing the situation of deaf education in Hong Kong. SDG 4, 8, 10, 11 & 17 displayed strong relation to the rights of persons with disabilities with reference to reducing inequality within countries, providing quality education as well as decent work and economic growth.

**Learning outcomes**

Students completing this course will achieve a basic understanding about: 1. A professional interest must be socially and empirically driven, supported by ongoing research to inform the practice; 2. The backgrounds and missions of different organizations that pursue bimodal bilingualism in their services; 3. The steps and procedures to prepare a service learning project; 4. The necessary process of self-reflection along the development of one's career path
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## Learning activities

Lecture (hr) in /out class		Interactive tutorial (hr) in /out class		Lab (hr) in /out class		Discussion of case (hr) in /out class		Field-trip (hr) in /out class		Projects (hr) in /out class		Web-based teaching (hr) in /out class		Other: attend recommended events (hr) in /out class	
6	3	8*	4					40^	5				6:4		6
M	M	M	O	NA	NA	NA	NA	M	O	NA	NA	NA	M:O	NA	O

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

\*: includes (a) 5 hours of group meetings arranged by the academic supervisor with the students and the organization supervisor & (b) 3 hours for final presentation

^: estimated hours of services provided by each student at the assigned organization(s)

## Assessment scheme (for assessment tasks in BMBL4201 (Term 1) and BMBL4202 (Term 2))

Task nature	Description	Weight
Participation	Each student should attend scheduled <b>class meetings</b> and complete the required documents including the “Memorandum of Agreement” and “Time record”. Students should be well prepared to report the activities they conducted, participate actively in discussions, and make suggestions for improvements at the meetings.	5%
Reflective Journals	Each student will submit <b>THREE reflective journals</b> . Students should <b>reflect upon the services they deliver and the experiences they accumulate progressively</b> during the service period. Students should evaluate the quality of their voluntary service, identify areas for improvement, and set corresponding goals constantly.  <b>Remarks:</b> 5% for Reflective journal #1; 5% for Reflective journal #2; and 10% for Reflective journal #3	20%
Presentation	Each student will <b>make an individual presentation</b> to present an <b>overall review of personal growth at the end of each term</b> . Students should discuss how they can achieve growth of knowledge in empirical issues and professionalism regarding service learning activities/projects involved. Each group will <b>make a presentation</b> to report on the service learning project they conducted in the second term. The presentation should include a summary of the project, the project results, and evaluations.  <b>Remarks:</b> 10% for each individual presentation; and 10% for the group presentation	30%
Reports	Each group will produce a <b>short video (6 to 8 minutes)</b> to report on the group project they engaged in during <b>the first term</b> . The video should include a summary of the project, the project results, and evaluations. Each group of students will compile a written completion report on the service learning project they conducted in <b>the second term</b> . <b>The report should discuss the relevance of the service learning project in at least one of the following areas:</b> - <b>Bimodal bilingualism</b> - <b>CRPD</b> - <b>UN 17 Sustainability Goals</b>  <b>Remarks:</b> 15% for the short video; and 20% for the completion report	35%
Organizations Feedback	Each student’s performance will be evaluated by the organization supervisor. The organization supervisor will submit an evaluation report directly to the academic supervisor by <b>the end of the second term</b> . Each student should send a copy of the evaluation form to their organization supervisor at the beginning of the term and remind him/her to submit the report by the date specified. The report template can be downloaded from Blackboard.	10%

## Learning resources for students

There will be:

1. Reading materials to enhance understanding of the fundamental concepts about personal development, cultural awareness, professionalism, and personal growth;
2. E-learning system (e.g., Blackboard) will provide materials related to internship.

### **A. Textbooks**

Mindness, A. (2006). *Reading between the signs: Intercultural communication for sign language interpreters* (2nd ed). Boston, NY; London, UK: Intercultural Press. ##

De Clerck, G. A. M., & Paul, P. V. (Eds.). (2016). *Sign language, sustainable development, and equal opportunities: Envisioning the future for Deaf students*. Washington, DC: Gallaudet University Press. ##

#### ***Supplementary Reading***

Bellos, D. (2012). *Is that a fish in your ear?: Translation and the meaning of everything* (Reprint ed). New York, NY: Faber and Faber. ##

Grobman, L. M. (Ed.). (2011). *Days in the lives of social workers: 58 Professionals tell real-life stories from social work practice* (4th ed). Harrisburg, Penn: White Hat Communications. ##

Gruwell, E., & Freedom Writers. (1999). *The freedom writers diary*. New York, NY: Penguin Random House LLC. ##

### **B. Books and Articles**

#### ***Deaf Culture***

Lane, H. L. (1996). *A journey into the deaf-world*. San Diego, CA: DawnSignPress. ##

Moore, M. S., & Levitan, L. (2016). *For hearing people only: Answers to some of the most commonly asked questions about the deaf community, its culture, and the "Deaf Reality"* (4th ed). Rochester, NY: Deaf Life Press. ##

#### ***Ethical Decision-Making***

Barden, N., & Boden, J. (2015). Fitness to practise. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 123-134). East Sussex, UK; New York, NY: Routledge.

Cross, M., & Wood, J. (2015). The person in ethical decision-making: Living with our choices. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed, pp. 32-44). East Sussex, UK; New York, NY: Routledge.

#### ***Confidentiality***

Jenkins, P. (2015). Client confidentiality and data protection. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 47-57). East Sussex, UK; New York, NY: Routledge.

Purves, D. (2015). The ethics and responsibilities of record keeping and note taking. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 82-92). East Sussex, UK; New York, NY: Routledge.

#### ***Service Consumers***

Huq, A., McIntosh, M. (2015). Professional and ethical issues in working with older adults. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 32-44). East Sussex, UK; New York, NY: Routledge.

Newland, J., Patel, N., & Senapati, M. (2015). Professional and ethical practice in a multi-ethnic society. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 173-183). East Sussex, UK; New York, NY: Routledge.

O'Donnell, G. M., & Gersch, I. S. (2015). Professional and ethical issues when working with children and adolescents: An educational psychology perspective. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 184-196). East Sussex, UK; New York, NY: Routledge.

Rees, N. (2015). Working with lesbian, gay, bisexual and transgender people. In Tribe, R., & Morrissey, J. (Eds.), *Handbook of professional and ethical practice for psychologists, counsellors and psychotherapists* (2nd ed., pp. 208-219). East Sussex, UK; New York, NY: Routledge.

#### ***Oppression***

*Audism Unveiled*. (2006). United States.

Baker-Shenk, C. (1986) Characteristics of oppressed and oppressor peoples: Their effect on the interpreting context. National Consortium of Interpreter Education Centers (NCIEC). Retrieved at

[http://www.interpretereducation.org/wp-content/uploads/2014/04/Characteristics-of-the-Oppressed\\_110314.pdf](http://www.interpretereducation.org/wp-content/uploads/2014/04/Characteristics-of-the-Oppressed_110314.pdf).

- Freire, P. (1993[1968]). *Pedagogy of the oppressed* (New Rev. 20th-Anniversary ed.). New York, NY: Continuum. ##
- Sacks, O. (1989). *Seeing Voices*. Berkeley, CA: University of California Press. ##
- Young, S. (2014). I'm not your inspiration, thank you very much. Presented at TEDxSydney, April, 2014. Retrieved from [https://www.ted.com/talks/stella\\_young\\_i\\_m\\_not\\_your\\_inspiration\\_thank\\_you\\_very\\_much](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much).

### **Human Rights**

- Heumann, J. (2016). Our fight for disability rights - and why we're not done yet. Presented at TEDxMidAtlantic, October 2016. Retrieved from [https://www.ted.com/talks/judith\\_heumann\\_our\\_fight\\_for\\_disability\\_rights\\_and\\_why\\_we\\_re\\_not\\_done\\_yet](https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet).
- United Nations. (2016). The Convention on the Rights of Persons with Disabilities (CRPD). Retrieved from <https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx>.

### **Personal Growth**

- Adams, M (2009). *Change your questions, change your life: 10 powerful tools for life and work* (2nd ed). San Francisco, CA: Berrett-Koehler Publishers. ##
- Covey, S. (1989). *The seven habits of highly effective people*. New York, NY: Free Press. ##
- Schawbel, D. (2010). *Me 2.0, Revised and updated edition: 4 steps to building your future*. Manchester, UK: Kaplan Publishing. ##
- Seelig, T. (2009). *What I wish I knew when I was 20: A crash course on making your place in the world*. New York, NY: HarperCollins. ##

### **Communication at Work**

- Padavic, I., & Reskin, B. (2002). *Women and men at work* (2nd ed). Thousand Oaks, CA: Pine Forge Press. ##
- Tannen, D. (1996). *Talking from 9 to 5: Women and Men at Work: Language, sex and power*. Lancaster Place, England: Virago Press. ##

### **C. Preparation for Internship**

- Bright Side. (2018). 12 Things That Ruin a First Impression Immediately. Retrieved from <https://youtu.be/JrbnTZPjg0k>.
- Bright Side. (2017). 11 Secrets to Memorize Things Quicker Than Others. Retrieved from <https://youtu.be/mHdy1xS59xA>.
- Cuddy, A. (2012). Your body language may shape who you are. Presented at TEDGlobal 2012, June 2012. Retrieved from [https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are).
- Dweck, C. (Nov). The power of believing that you can improve. Presented at TEDxNorrköping, Nov 2014. Retrieved from [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve).
- Healy, K., & Mulholland, J. (2012). *Writing skills for social workers (Social work in action series)* (2n ed). Thousand Oaks, CA: SAGE Publications.
- Higgins, J. (2018). *10 Skills for effective business communication: Practical strategies from the world's greatest leaders*. Emeryville, CA: Tycho Press.
- Intern Queen Inc. (2018). Internship Tips + What's in My Internship Bag. Retrieved from <https://youtu.be/Fr2Gf4x-k2I>.
- Intern Queen Inc. (2016). 5 Things You Should Not Do at Your Internship! Retrieved from <https://youtu.be/i2str4aoxsc>.
- Intern Queen Inc. (2016). Tips for Writing Cover Letters! Retrieved from <https://youtu.be/-Hn2O2TYI8k>.
- Intern Queen Inc. (2016). Reasons You're Not Getting Hired! Retrieved from [https://youtu.be/0rLEvy\\_0vLM](https://youtu.be/0rLEvy_0vLM).
- Janzer, A. (2018). *Writing to be understood*. Mountain View, CA: Cuesta Park Consulting.
- Jay, M. (2013). Why 30 is not the new 20. Presented at TED2013, February, 2013. Retrieved from [https://www.ted.com/talks/meg\\_jay\\_why\\_30\\_is\\_not\\_the\\_new\\_20](https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20).
- Sprouts. (2016, Apr 15). *Growth Mindset vs. Fixed Mindset*. Retrieved from [https://youtu.be/KUWn\\_TJTrnU](https://youtu.be/KUWn_TJTrnU).

### **Feedback for evaluation**

1. There will be a midterm evaluation for the instructor to obtain students' feedback.
2. There is an end-of-term course evaluation.

## Grade Descriptors

Outstanding A	<ul style="list-style-type: none"> <li>➤ Outstanding performance in all learning outcomes;</li> <li>➤ Competent in theorization, generalization, hypothesis formation, and reflection upon issues;</li> <li>➤ Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension.</li> </ul>
Excellent A-	<ul style="list-style-type: none"> <li>➤ Generally outstanding performance on all (or almost all) learning outcomes;</li> <li>➤ Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories; and</li> <li>➤ Good at applying issues to relevant social contexts and predicting logically related outcomes.</li> </ul>
Good B+	<ul style="list-style-type: none"> <li>➤ Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance;</li> <li>➤ Able to enumerate, describe, list, and clarify concepts and topics; and</li> <li>➤ Capable of examining a topic from multiple perspectives.</li> </ul>
Satisfactory B/B-	<ul style="list-style-type: none"> <li>➤ Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses; and</li> <li>➤ Able to state, recognize, recall, and tell single points of topics of discussion.</li> </ul>
Less than satisfactory C+/C	<ul style="list-style-type: none"> <li>➤ Satisfactory performance on some learning outcomes only; and</li> <li>➤ Show difficulty in stating and recognizing main arguments in the topics of discussion.</li> </ul>
Inadequate C-/D	<ul style="list-style-type: none"> <li>➤ Barely satisfactory performance on quite a number of learning outcomes; and ➤ Barely able to recognize and state arguments in topics of discussion.</li> </ul>
Fail F	<ul style="list-style-type: none"> <li>➤ Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ➤ Missing the points.</li> </ul>

## Course schedule (Subject to changes)

Class /Week	Dates	Topics & Requirements		
1	4 - 16 Sep	First group meeting	<ul style="list-style-type: none"> <li>- attends a group meeting for a briefing on types of service-learning activities for respective groups/students</li> <li>- completes micro-module 1 on “Personal and Professional Growth”</li> </ul>	
2				
3	17 Sep – 15 Oct		<ul style="list-style-type: none"> <li>- attends and participates actively in the service learning activities</li> </ul>	
4				
5				
6				
7				
8	16 – 20 Oct	Service period (40 hours of service and 4 -5 class meetings/follow-up meetings during the period)	- attends <b>follow-up meeting(s)</b> set up by the academic supervisor and the organization supervisor(s)	
9	30 Oct – 26 Nov		- submits the <b>1<sup>st</sup> reflective journal</b> to the academic supervisor <b><u>no later than 23:59 on 30 Oct</u></b>	
10			- attends and participates actively in the service learning activities	
11				
12	27 Nov		- submits the <b>2<sup>nd</sup> reflective journal</b> to the academic supervisor <b><u>no later than 23:59 on 27 Nov</u></b>	
13	28 Nov - 4 Dec		- attends and participates actively in the service learning activities	
	12 Dec 2023 – 9 Jan 2024			<b>Individual presentations (Time &amp; Venue to be confirmed)</b>
	8 Jan 2024		Video report	- submits the <b>video report</b> to the academic supervisor <b><u>no later than 23:59 on 8 Jan 2024</u></b>

### Teachers' or TA's contact details

<b>Instructor:</b>	
Name:	Lee Yin Fai Jafi
Office Location:	Rm 203, AB#2, The Chinese University of Hong Kong
Telephone:	3943-1491
Email:	jafi_cslds@cuhk.edu.hk
Teaching Venue:	

### A facility for posting course announcements

Blackboard will be used to distribute the reading materials and course handouts, as well as to support discussions among students.

### Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

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