

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2025-26

Course Title: BMBL4202 Service Learning II 服務研習 (二)
<p>Description: This course is a continuation of Service Learning I. Students are expected to render 40 hours (a total of 80 hours for Service Learning I & II) of voluntary service to an organization that uses and promotes sign language and bimodal bilingualism. 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 wishing to identify an organization on their own for their voluntary service must seek approval from the service learning supervisor beforehand. The programme may offer a certain number of service learning slots each year but interviews are necessary. There will be an academic supervisor to guide students in the preparation of the service learning programme and a supervisor from the organization to support their involvement during the service learning period. Students are expected to share their experiences with their classmates at the end of the course.</p> <p>本科是服務研習 (一) 的延續。本科要求學生在特定機構提供四十小時的義務服務工作 (即於服務研習(一)及(二) 累計提供八十小時的義務服務工作)。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。學生如需自行找尋進行義務服務的機構，需提前徵得導師同意。每位學生將會由一名導師來指導他們的服務研習計劃，服務所在機構亦會有一名指導員在學生進行服務研習時提供支援。科目結束時，學生需在課堂上分享自己在服務研習過程中累積的經驗。</p>

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
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 differs in nature. Service providers for businesses serving 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 both sign language and spoken language in daily communication.
Cultural Awareness and Oppression	Deaf and hard-of-hearing individuals assume a different culture germinated by communication through a visual-gestural modality. Given their socioeconomic status and the seemingly solutions built upon the medical model, this group of people 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 relations 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.
Social Innovation	The development and implementation of new ideas, products, services, or models that address social needs and challenges facing different groups of people, ultimately aiming to improve well-being and create positive social change. Concepts of design thinking will be also involved during the service development process.

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.

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	
		15*						40^	5				6:4		6
NA	NA	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) group meetings arranged by the academic supervisor with the students and the organization supervisor and (b) 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 class meetings and complete the required documents including some required class feedback or reflection, the "Memorandum of Agreement" and "Time record". Students should be well prepared to report on the activities they have conducted, participate actively in discussions, and make suggestions for improvements at the meetings.	10%
Reflective Journals	Each student will submit TWO reflective journals . Students should reflect upon the services they deliver and the experiences they accumulate progressively during the service period. Students should evaluate the quality of their voluntary service, identify areas for improvement, and set corresponding goals constantly. Remarks: 10% for each reflective journal	20%
Presentation	Each student will make an individual presentation to present an overall review of personal growth at the end of 2nd term . Students should discuss how they can achieve growth of knowledge in empirical issues and professionalism regarding service learning activities/projects involved. For group projects, each group will make a presentation at the end of 2nd term to report on the service learning projects they have conducted. Details to be announced in class. Remarks: 1 individual presentation 10%; and 15% for each group presentation	25%
Reports	For group projects, each group of students will compile a written report on the service learning projects they have conducted. The report should discuss the relevance of the service learning projects in at least one of the following areas: - Bimodal bilingualism - UN CRPD - UN Sustainability Goals - Social Innovation	25%
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 the end of the second term . Details to be announced in class.	20%

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.
- Bauman, H-D. L., & Murray, J. J. (Eds.). (2014). *Deaf Gain: Raising the Stakes for Human Diversity*. University of Minnesota Press.
- Murray, R., Caulier-Grice, J. & Mulgan, M. (2010). *The Open Book of Social Innovation: Ways to Design, Develop and Grow Social Innovations*. The Young Foundation & NESTA.

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: Dawn Sign Press.
- 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 practice. 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.
- Sacks, O. (1989). *Seeing Voices*. Berkeley, CA: University of California Press.

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.
- 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

- Higgins, J. (2018). *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Emeryville, CA: Tycho Press.
- Janzer, A. (2018). *Writing to be Understood*. Mountain View, CA: Cuesta Park Consulting.

C. Online Videos

- Sprouts. (2016, Apr 15). *Growth Mindset vs. Fixed Mindset*. Retrieved from https://youtu.be/KUWn_TJTrnU.
- 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.
- 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.
- 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/i2str4a0xsc>.
- 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.
- 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.
- 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.

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

Course schedule (Subject to changes)

Class /Week	Dates	Topics & Requirements			
1	5 – 24 Jan	Observation and service period (^Around 80 hours of service observation or provisions in total for the whole academic year)	- Brainstorm about Term 2 project (Meeting at 20 Jan., 9:30-12:30pm)		
2					
3					
4					
5	26 Jan – 21 Feb			- Term 2 project (implementation between 9/2 and 21/2) (Meeting at 6 Feb., pm)	
6					
7					
8	23 Feb – 11 Apr			- Term 2 project (review and further implementation between 2/3 and 11/4)	
9					
10					
11			*Reading Week (2-7 Mar);		- Submits the 2nd reflective journal to the course instructor <u>no later than 23:59 on 14 March 2025</u>
12					
13			*Ching Ming Festival & Easter holidays (3-7 Apr)		- Report on Term 2 group project progress (Meeting at 27 March, pm)
14					
15	14 Apr. (Tue) 9:30-12:30am			- Individual & group presentations	
16					
	17 Apr. (Fri)	Final report	- Submit the final group report to the course instructor <u>no later than 23:59 on 17 April 2025</u>		

^ Students' time spent in all centre-based or school-based observations, meetings, preparation work, service provisions and supervision are all recognized service hours in the course.

Teachers' or TA's contact details

Instructor:	
Name:	Yiu Kun Man Chris
Office Location:	Rm 203, AB#2, The Chinese University of Hong Kong
Telephone:	9789-8927
Email:	chrisyiu_cslds@cuhk.edu.hk
Teaching Venue:	

Instructor:	
Name:	Lee Yin Fai Jafi
Office Location:	Rm 104, 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

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

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

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of generative AI tools

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT)*.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's Procedures for Handling Cases of Academic Dishonesty.

In case of queries, students should seek advice from the course teacher.

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