The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2026-27

Course Title: BMBL4201 Service Learning I 服務研習（一）

Description:
This course requires students to serve as volunteer workers in an organization that involves the use and promotion of sign language or bimodal bilingualism, and to gain the experience 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.
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。

Content, highlighting fundamental concepts

Topic	**Contents/fundamental concepts**
Personal Growth	The concept emphasizes learning about oneself by realizing one's own strengths and weaknesses, 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 bilingualism highlights the use of both sign language and spoken language in daily communication and education. Bimodal bilingual population comprises mostly deaf and hard-of-hearing people, as well as some hearing individuals.
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)	CRPD is adopted a "Human Rights Model" on disability that upholds human rights by advocating equality and respect 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" are specifically important in the context of promoting sign language and reviewing the situation of deaf education in Hong Kong.
UN Sustainable Development Goals (SDG)	SDG No. 4, 8, 10, 11 & 17 display strong relations to the rights of persons with disabilities, focusing on reducing inequality within countries, providing quality education 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. The promotion of social innovation aims to improve well-being and create positive social change. Concepts of design thinking that supports service development are emphasized.

Learning outcomes

Students completing this course will achieve a basic understanding of: 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	
		18*	9					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) 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 **THREE 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	30%
Presentation	Each student will **make an individual presentation** to present an **overall review of personal growth <u>at the end of the 2nd term</u>**. 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 <u>at the end of the 2nd term</u> to** report on the service learning projects they have conducted. Details to be announced in class. **Remarks:** 1 individual presentation 10%; and 10% for each group presentation	20%
Group Report	For group projects, each group of students will compile a **<u>written report</u>** 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 **<u>the end of the second term</u>**. Details to be announced in class.	15%

Late submission policy

Guidelines:

Timeline for making requests:	Students with valid reasons for late assignment submission must submit a formal request, including supporting documentation, to the course teacher **at least 5 calendar days** before the original deadline in writing. ***Only unforeseen or exceptional circumstances beyond a student's control will be considered.***
Supporting documents:	Extension requests, accompanied by valid and official supporting documents, must be submitted to the course teacher ***by email*** for approval.
Penalty:	Unless an official extension is approved and properly documented, ***late submissions of assignments may incur a penalty***. The specific penalty on late submission arrangements for each assessment item in a course is described in the table below.
Remarks:	Requests submitted more than ***5 calendar days*** late or without valid reasons and supporting documents will not be accepted.

Descriptions:

Assessment task	Extension allowed (Y/N)	Descriptions of Late submission policy
1. Reflective Journals (full mark =100)	Y	*Unless an extension is granted, late submissions will result in* ***a deduction of 5 marks awarded per calendar day****.*
2. Group Report (full mark =100)	Y	*Unless an extension is granted, late submissions will result in* ***a deduction of 5 marks awarded per calendar day****.*

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.

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.

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.

Professional Ethics

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.

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 TEDxNorrkoping, Nov 2014. Retreived 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/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.

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 to obtain students' feedback.
2. There is an end-of-term course evaluation.

Grade Descriptors

Outstanding A	➢ 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-	➢ 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	➢ 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.
Fair C	➢ 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.
Inadequate D	➢ Barely satisfactory performance on quite a number of learning outcomes; and ➢ Barely able to recognize and state arguments in topics of discussion.
Fail F	➢ Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ➢ Missing the points.

Course schedule (Subject to changes)

<table>
<tr><th>Class /Week</th><th>Dates</th><th colspan="2">Topics & Requirements</th></tr>
<tr><td>1</td><td>7 – 12 Sep</td><td>Service learning: objectives and expectations/</td><td>- attends a group meeting for a briefing on types of service-learning activities for respective groups/students</td></tr>
<tr><td>2</td><td rowspan="4">14 Sep – 10 Oct</td><td>Personal growth: adopting a learner mindset</td><td rowspan="4">- attends meetings and participates actively in the lessons
- arranges service learning activities
- completes class assignments as requested by course instructors (e.g., filling in questionnaires, giving feedback after observation, watching relevant videos, or critical reflection after lessons)
*students' performance will be evaluated for the calculation of Participation (10%)</td></tr>
<tr><td>3</td><td>Bimodal bilingualism and the needs of the community</td></tr>
<tr><td>4</td><td rowspan="2">Observation and Services
(get to know more about partner organizations)</td></tr>
<tr><td>5</td></tr>
<tr><td>6</td><td>12 - 17 Oct</td><td>Design thinking and social innovation</td><td>- submits the 1st reflective journal to the course instructor <u>no later than 23:59 on 17 Oct.</u></td></tr>
<tr><td>7</td><td>19 – 24 Oct</td><td>Project Management Skills</td><td>- attends group meeting(s) set up by the course instructor and the organization supervisor(s)</td></tr>
<tr><td>8</td><td>26 Oct – 14 Nov</td><td></td><td>- attends and participates actively in the observation and</td></tr>
</table>

9		Observation and service period (^Around 80 hours of service observation or provisions in total for the whole academic year)	service learning activities (as agreed with SLCO-CR and other organizations)
10			- **individual meetings will be arranged for students to review their participation and performance for Term 1**
11	16 – 28 Nov		- submits the **2nd reflective journal** to the course instructor **no later than 23:59 on 21 Nov.**
12			
13	30 Nov - 5 Dec		- plans for the services attached for Term 2

^ 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' contact details

Instructor:	
Name:	YIU Kun Man Chris
Office Location:	Rm 104, Academic Building No.2, The Chinese University of Hong Kong
Telephone:	
Email:	chrisyiu_cslds@cuhk.edu.hk
Teaching Venue:	TBA

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

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.

Guideline on sharing lecture recordings

1. The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
2. Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

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