

SOCI4202 COMMUNITY SERVICE-BASED LEARNING FOR SOCIOLOGY STUDENTS (服務學習及應用社區實踐)

2ND TERM, 2023-24

TIME & VENUE: H3-5, WMY 503

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Course Objectives

Service-learning is a type of experiential learning where students engage in a cycle of service, knowledge application, and reflection. This course is designed to offer Sociology students a range of opportunities to participate in a hands-on community service-learning experience. Under the guidance of the course instructor and mentors (in-service Sociology alumni teachers), students will work with community partners in primary or secondary school settings to complete specific projects and volunteer activities that cater to the specific learning needs of a selected student group. These activities may include teaching, tutoring, sharing knowledge, designing a series of lessons on a particular topic, or addressing a particular problem that the selected student group has encountered in a real school setting.

Students will use the sociological imagination to identify a problem or topic, gather information, design teaching and learning objectives and outcomes, and adopt appropriate delivery strategies. They will then collaborate with their fellows and community partners to implement the plan. Upon completion of the practicum, students will engage in structured in-class discussions to put their sociological knowledge in dialogue with the experiential input from the service-learning setting, activities, and community partners.

Learning outcomes

Upon the completion of the course, students are able to:

1. consolidate and deepen the sociological knowledge/ skills they have acquired from the primary curriculum by applying them in the self-designed projects;
2. cultivate a sympathetic understanding of the social needs of disadvantaged groups in context and engage with outside partners to address social issues and develop social resolutions
3. appreciate the value of serving the community and understand how sociological knowledge could contribute to the improvement of the community.

Tentative Assessment Scheme

Participation (LO 1)	<u>20%</u>
Self-directed Group Project (LO 1,2)	<u>40%</u>
Reflective Essay (LO 1,2,3)	<u>40%</u>

Tentative Course Schedule

Week	Date	Tentative Topic
1	11 Jan	Introduction: Course objectives and structure
2	18 Jan	“Know thyself”: A self-awareness exercise
3	25 Jan	Background knowledge:
4	1 Feb	○ Sociological Imagination and Community Service
5	8 Feb	○ Understanding Hong Kong Society ○ Understanding the social group(s) to serve in context
	15 Feb	<i>Lunar New Year Holidays</i>
6	22 Feb	Lecture + Workshops + School Visits
7	29 Feb	○ Data collection (Interview/ focus group...) ○ Related skills to achieve the Deliverables, e.g. to design/ implement A lecture or A lesson etc.
	7 Mar	<i>Reading Week</i>
8	14 Mar	Lecture + Workshops + School Visits
9	21 Mar	Projects implementation
10	29 Mar	
	4 Apr	<i>Ching Ming Festival</i>
11	11 Apr	TBC
12	18 Apr	Conclusion: Writing a Reflective Essay

* Dates to be confirmed

Grade Descriptors

A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.