

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

2ND TERM, 2025-26

TIME & VENUE: T7-9, WMY 302

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Course Objectives

Service-learning is a form of experiential education that engages students in a cycle of community service, application of sociological knowledge, and critical reflection. This course offers sociology students hands-on opportunities to collaborate with community partners and address the needs of specific social group(s) through self-initiated projects or volunteer activities. Under the guidance of the course instructor and mentors from community partner organizations, students will work in groups to carry out activities such as conducting surveys, teaching or tutoring, designing topic-specific social media content, or developing and implementing small-scale interventions to tackle a clearly defined issue facing the selected social group in a real-world context. Throughout the course, students are expected to demonstrate and further develop cultural sensitivity and ethical awareness.

Using the sociological imagination, students will identify a problem or topic, gather information, set goals (including measurable outcomes), and adopt appropriate implementation strategies. They will then collaborate with their peers and community partners to implement the plan. Upon completion of the practicum, students will engage in structured in-class discussions and reflective activities to put sociological theories and concepts in dialogue with insights from the service learning setting, project activities, and collaboration with 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.
4. reflect critically on how the experience from service learning informs and is informed by sociological knowledge in the real-world contexts.

Tentative Assessment Scheme

Participation (LO 1)	<u>20%</u>
Self-directed Group Project (LO 1,2)	<u>40%</u>
Reflective Essay (LO 1,2,3,4)	<u>40%</u>

Tentative Course Schedule

Week	Date	Tentative Topic
1	6 Jan	Introduction: Course objectives and structure
2	13 Jan	“Know thyself”: A self-awareness exercise
3	20 Jan	Background knowledge: Sociological Imagination and Community Service
4	27 Jan	Preparation for Community Service: <ul style="list-style-type: none"> ○ Understanding the target social group(s) in context ○ Experience Sharing by community service volunteer ○ Selective skills in community service: e.g. Data collection (Interview/ focus group...) and project implementation (e.g., designing and delivering lessons). ○ Ethics
5	3 Feb	
6	10 Feb	
	17 Feb	<i>Lunar New Year Holidays</i>
7	24 Feb	TBC
	3 Mar	<i>Reading Week</i>
8	10 Mar	Workshops + Site Visits*
9	17 Mar	
10	24 Mar	
11	31 Mar	
	7 Apr	<i>The day following Easter Monday</i>
12	14 Apr	Conclusion & Reflective Discussion: 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.