

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** \_\_\_\_\_ Community Organising Skills Laboratory \_\_\_\_\_

**Course Code:** \_\_\_\_\_ SS2276 \_\_\_\_\_

**Course Duration:** \_\_\_\_\_ One Semester \_\_\_\_\_

**Credit Units:** \_\_\_\_\_ 2 \_\_\_\_\_

**Level:** \_\_\_\_\_ B2 \_\_\_\_\_

**Proposed Area:** \_\_\_\_\_  
(for GE courses only)  Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology \_\_\_\_\_

**Medium of Instruction:** \_\_\_\_\_ English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play \_\_\_\_\_

**Medium of Assessment:** \_\_\_\_\_ English \_\_\_\_\_

**Prerequisites:** \_\_\_\_\_ Nil \_\_\_\_\_  
(Course Code and Title)

**Precursors:** \_\_\_\_\_ Nil \_\_\_\_\_  
(Course Code and Title)

**Equivalent Courses:** \_\_\_\_\_ SS3278 Community Organising Skills Laboratory \_\_\_\_\_  
(Course Code and Title)

**Exclusive Courses:** \_\_\_\_\_ Nil \_\_\_\_\_  
(Course Code and Title)

## Part II Course Details

### 1. Abstract

This course aims to help students to acquire knowledge of community organizing skills and develop competence to apply the strategies and skills by taking part in simulated practice.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	apply skills to assess community needs, issues, dynamics, and interactional and communication skills to build up relationship with people and organisations in the community;	30%		✓	✓
2.	apply mobilization skills to involve people in community participation;	20%		✓	✓
3.	demonstrate skills to engage people in actions for community problem solving and community development;	30%		✓	✓
4.	apply skills to facilitate the formation and development of community organisations and coalitions; and	10%		✓	✓
5.	discover the values and strategies to empower people and communities in promoting their well-being as well as social justice and equality.	10%	✓		
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Mini Lectures and skills demonstration by lecturers	Mini-lectures will be used to explain the concepts and core skills before students are asked to practise the skills in class. Live demonstration by the lecturers will also be used in class to coach students to have a clear grasp of the skills they need to learn. These activities are expected to achieve all CILOs.	✓	✓	✓	✓	✓	
Video shows	Multi-media teaching materials, such as video shows, will be used to help students learn how to practise the skills in real life situations. Simulated practice exercises will be presented in the video shows and students will be asked to follow these exercises to discover and suggest improvements on practising the skills. The video shows will cover the topics on holding group meetings (CILO2), mass meetings, petitions (CILO3) and negotiation meetings (CILO4).	✓	✓	✓			
Experiential activities and exercises	Experiential activities will be used to involve students' active participation in generating reflection on the values and importance of applying the community organising skills (CILO5).					✓	
Role plays	Role plays will be frequently used to allow students to have more opportunities to practise the use of the skills in class. These activities are expected to contribute to achieve all CILOs.	✓	✓	✓	✓	✓	
Case analysis and class discussions	Class discussions and exercises will be frequently used to help students have further discussion and sharing on the strategies, difficulties and precautions, and generate recommendations for improvement in practising the skills. These activities will be more used in assessing the community needs and community dynamics (CILO1), and developing strategies and tactics for dealing with power-holders (CILO3, 4 & 5).	✓		✓		✓	
Field visit and participant observation	Students are required to go out to the community to practise their skills learnt in the laboratory. They are expected to interview residents and to meet government officials and/or community leaders in a selected community. This will help students have a real chance to go into a community to discover the needs, problems and power dynamics of a community, practise the initial contact skills and community relation skills in a practical setting (CILO1).	✓			✓	✓	

Group presentation	Students are divided into two sub-groups and each sub-group is required to make a group presentation on a selected community issue at the end of the course. Each group is required to enact role plays with different scenarios demonstrating community organising skills in handling a community issue. Students are requested to create new ideas and strategies of working on the issue using what they have previously learnt in the laboratory. This activity focuses more on contributing to achieve all CILOs.	✓	✓	✓			
Online sharing in Discussion Forum via e-portal	An on-line Discussion Forum will be set up to help students exchange their views, questions, comments and feelings on their learning in this course. Students can share whatever topics they like, so this activity is relevant to all CILOs.	✓	✓	✓	✓	✓	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100</u> %							
Class exercise and sharing	✓	✓	✓	✓	✓	30%	
Group Presentation	✓	✓	✓	✓	✓	40%	
Individual Reflection Paper	✓					30%	
Examination: <u>0</u> % (duration: _____, if applicable)							
						100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class exercise and sharing	1.1 Involvement in the role plays and class discussion	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 Efforts in reading assigned reading materials, initiation in sharing and contributing ideas in class and in the on-line discussion board	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.3 Attitudes in learning together, reacting to others' ideas and feedback, and willingness to improve learning	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentation	2.1 Competence to demonstrate and integrate the community organising skills learnt in the laboratory	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 Ability in innovating new ideas in the use of the organising strategies	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.3 Ability in producing a quality intervention proposal and action plans	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Individual Reflection Paper	3.1 Ability in reflecting on the use of initial contact skills and community relation skills in the Field Practice	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 Ability to demonstrate the understanding of the skills learnt in the laboratory	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.3 Organisation of the paper	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.4 Writing skills and proper reference citation skills	High	Significant	Moderate	Basic	Not even reaching marginal levels

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Planning and analyzing skills. Relationship skills. Mobilization skills. Organization skills. Action skills.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	甘炳光、胡文龍、馮國堅、及梁祖彬編 (1997)。《社區工作技巧》。香港：中文大學出版社。
2.	Bobo, K., Kendall, J., & Max, S. (1996). <i>Organizing for social change: A manual for activists in the 1990s</i> . Washington: Seven Locks Press.
3.	Homan, M. S. (2004). <i>Promoting community change: Making it happen in the real world</i> (3 <sup>rd</sup> . ed.). Belmont, CA : Thomson/Brooks/Cole.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

#### Recommended Reading

##### Text(s):

1.	香港社會工作者總工會 (1994)。《組織者手冊》。香港：作者。
2.	香港社會服務聯會社區發展部編 (2010)。《社區發展資料彙編 2001-2010 年—社區發展服務：承傳、探索、蛻變》。香港：紅投資有限公司(圓桌文化)。
3.	香港社會服務聯會社區發展部。《社區發展資料彙編(1977-1978 至 1999-2000)》。香港：香港社會服務聯會。
4.	Creighton, J. L. (2005). <i>The public participation handbook</i> . San Francisco: Jossey-Bass.
5.	Gamble, D. N., & Weil, M. (2010). <i>Community practice skills: Local to global perspective</i> . New York: Columbia University Press.
6.	Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). <i>Community Practice: Theories and skills for social workers</i> (2 <sup>nd</sup> ed.). New York: Oxford University Press.
7.	Hardina, D. (2002). <i>Analytical skills for community organization practice</i> . New York: Columbia University Press.
8.	Hawtin, M., & Percy-Smith, J. (2007). <i>Community profiling: A practical guide</i> (2 <sup>nd</sup> ed.). New York: Open University Press.
9.	Henderson, P., & Thomas, D. (2002). <i>Skills in neighbourhood work</i> (3 <sup>rd</sup> . ed.). London: Alien & Unwin.
10.	Kahn, S. (1991). <i>Organizing: A guide for grassroots leaders</i> . Maryland: NASW.
11.	Mondros, J., & Wilson, S. (1994). <i>Organizing for power and empowerment</i> . New York: Columbia U Press.

12.	Popple, K. (1995). <i>Analysing community work: Its theory and practice</i> . Buckingham: Open University Press.
13.	Pyles, L. (2009). <i>Progressive community organizing: A critical approach for globalizing world</i> . New York: Routledge.
14.	Rothman, J., Erlich, J. L., & Tropman, J. E. (Eds.). (2001). <i>Strategies of community intervention</i> (6 <sup>th</sup> ed.). Belmont, CA : Thomson/Wadsworth.
15.	Rubin, H. J., & Rubin, I. S. (2008). <i>Community organising and development</i> (4 <sup>th</sup> ed.). Boston, Mass: Pearson/Allyn & Bacon.
16.	Staples, L. (1984). <i>Roots to power: A manual for grassroots organizing</i> . New York: Praeger.
17.	Tropman, J. E., Erlich, J. L., & Rothman, J. (Eds.). (2001). <i>Tactics and techniques of community intervention</i> (4 <sup>th</sup> ed.). Belmont, CA : Thomson/Wadsworth.

Online Resources:

1.	<a href="http://personal.cityu.edu.hk/~sscdweb/">http://personal.cityu.edu.hk/~sscdweb/</a>
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