



SCHOOL OF LIBERAL ARTS & SCIENCES
CITIZENSHIP VALUES EDUCATION

MODULE INFORMATION BOOKLET

COMMUNITY SERVICE INITIATIVE
UCM60102U

Prepared by:

ANN SEE PENG
MOHD ADIB BIN RAMLI

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Checked by:

Approved by:

Zaim Azizi Bin Abu Bakar
MPU 4 Coordinator
School of Liberal Arts & Sciences

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Nur Ainif Omar
Program Director
School of Liberal Arts & Sciences

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INTRODUCTION

Welcome to UCM60102U the Community Service Learning module for SABD Degree students!

Community Service is a form of service learning. Service learning is basically using curriculum to help foster a sense of care and concern among students for their community and the world at large. This can be your village, an orphanage, socially disadvantaged individuals or a distant dying species. In the process of your recognizing and taking steps to meet the needs of others, you will enhance your creative, critical and reflective skills.

More importantly, this module will help develop your personal and social responsibility. You will learn through participation in a service experience and you will have the opportunity to use your skills and knowledge in real-life situations. You will be exposed to community needs and experience caring for others and learning about the resources available to them for revitalizing their communities.

Finally, you will have the opportunity to develop basic knowledge and skills in community service strategies, avenues, and techniques, including the art of volunteerism.

Contact Details:

Ann See Peng
 SABD
 Taylor's University
 No. 1, Jalan Taylor's
 47500 Subang Jaya, Selangor
 Email: seepeng.ann@taylors.edu.my

Mohd Adib bin Ramli
 SABD
 Taylor's University
 No. 1, Jalan Taylor's
 47500 Subang Jaya, Selangor
 Email: MohdAdib.Ramli@taylors.edu.my

MODULE OVERVIEW

MODULE SYNOPSIS

This module has been designed to help foster a sense of care and concern among students for their community, environment and the world at large. This module will help develop students' sense of personal and social responsibility. They will learn through participating in a community service experience and will have the opportunity to use their skills and knowledge in real-life situations.

MODULE OBJECTIVES

- 1) To inculcate a sense of Social Responsibility in students.
- 2) To promote the culture of caring and respect towards all members of society.
- 3) To make them responsible citizens of this country.
- 4) To understand the community around them.
- 5) To understand themselves in relation to their community

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

At the end of this course, students should be able to:

- 1) Develop relevant communication skills for collaborative work with community/society and/or to work in a career that will make contributions to society.
- 2) Develop a holistic awareness of the variety of problems (e.g. the environment, poverty, social discrimination) that call for action; critically analyze how such problems should be approached and how to solve them scientifically.
- 3) Apply information management skills and strengthen their lifelong academic learning.
- 4) Develop in themselves a strong sense of social responsibility and be able to portray leadership qualities and being able to work effectively as a team.

PRE-REQUISITE /ASSUMED KNOWLEDGE:

Completed U1 and U2 modules

UNIT VALUE OF MODULE









2 credit hours

DURATION

10 weeks

TAYLOR'S GRADUATE CAPABILITIES (TGCs)

This module hopes to prepare students with several important soft skills identified by the university known 'Taylor's Graduate Capabilities (TGCs)'. There are eight (8) elements listed under TGCs as follows:

A. KNOWLEDGE	
	TGC 1: Discipline Specific Knowledge 1.1 Able to put theories into practice. 1.2 Understand ethical issues in the context of the field of study. 1.3 Understand professional practice within the field of study.
B. COGNITIVE SKILLS	
	TGC 2: Lifelong Learning 2.1 Learn independently 2.2 Locate, extract, synthesize and utilize information effectively. 2.3 Be intellectually engaged
	TGC 3: Thinking & Problem Solving skills 3.1 Think critically and creatively. 3.2 Define and analyze problems to arrive at effective solutions.
C. SOFT SKILLS	
	TGC 4: Communication Skills 4.1 Communicate appropriately in various settings and modes.
	TGC 5: Interpersonal Skills 5.1 Understand team dynamics and work with others in a team. 5.2 Understand and assume leadership.
	TGC 6: Intrapersonal Skills 6.1 Manage oneself and be self-reliant. 6.2 Reflect on one's actions and learning. 6.3 Embody Taylor's core values.
	TGC 7: Citizenship and Global Perspectives 7.1 Be aware of and form opinions from diverse perspectives. 7.2 Understand the value of civic responsibility and community engagement.
	TGC8: Digital Literacy 8.1 Effective use of Information and Communications Technology (ICT) and related technologies.

* Upon successful completion of this module, a student should be equipped with **TGC1**, **TGC2** and **TGC6**.



DISCIPLINE
SPECIFIC
KNOWLEDGE



LIFELONG
LEARNING



INTRAPERSONAL
SKILLS

DELIVERY METHOD

TEACHING AND LEARNING METHODS

✓ LECTURES

Lectures are direct communication between students and lecturers in the lecture hall in which the lecturer conveys information to the students. Two-way interaction is minimal as it focuses on the explanation and discussion of the concepts, theories and examples related to the topics.

Class attendance is compulsory. Students are advised to attend lectures because important information related to the module such as syllabus as well as types and methods of assessment will be covered during the lecture sessions. Failure to attend lectures may lead to confusion and misunderstanding on the module assessment and topics discussed in the coming classes.

✓ SELF-INDEPENDENT STUDY

Students should not expect to master the module by attending lectures only. Students also should not fully rely on information and materials provided by the lecturer. Students are responsible to do exercises, self-study and search for additional information and references from the library or the internet.

UNIT VALUE OF MODULE

2 credit hours

MAIN REFERENCES

Learning through Serving: A Student Guidebook for Service-Learning Across the Disciplines by Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer

Additional references:

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action by Cathryn Berger Kaye M.A.

The Unheard Voices: Community Organizations and Service Learning by Randy Stoecker

ONLINE SUPPORT




Taylor's University provides a portal on Learning Management System known as **Taylor's Integrated Moodle e-Learning System (TIMeS)**. Students can conveniently access to the following module resources through TIMeS Portal.

- Module Information Booklet
- Lecture Slides
- Tutorial Questions and Quizzes
- Related documents such as Assignment Cover Form, Assignment Feedback Form, etc.
- Important announcement such as exam date, assignments due date, class postponement, etc.
- Other information

Students are advised to visit TIMeS Portal **every day** to get latest information on the module.

ASSESSMENT

ASSESSMENT SUMMARY

Form of Assessment	Length/ Duration	Marks	Due Date	Learning Outcomes	TGCs Achieved
Personal Journal	2 months	30%	Week 9	1,2 & 3	
Activity/Project	5 weeks	50%	Week 4 to 8	1,2,3 & 4	
Group Oral Presentation	20 minutes per group	20%	Week 9/10	1 & 2	
TOTAL		100%			

ASSESSMENT DETAILS

Students should **maintain at least 80% of attendance** throughout the semester in order to pass. *Take note that this should include the duration of the project/activity.*

If a student is unable to participate in any assessment due to some extenuating circumstance, notification in writing by e-mail or letter should be given to the Module/Project Leader /Lecturer concerned within 24 hours of the assessment time or at least one (1) working day of the date of assessment. Upon return the student is to produce a detailed explanation in writing supported by documentary evidence of his/her absence for the assessment to the Module/Project Leader/Lecturer. If accepted, the student will be allowed to do an alternative assessment that would be decided by the Module/Project Leader/Lecturer whose decision would be final.

Note: Extenuating circumstances are circumstances which are unforeseen, unexpected, significantly disruptive and beyond a student's control. Circumstances that are unlikely to be accepted as extenuating circumstances include the following:

- *personal illness or disability that are not supported by a doctor's report*
- *normal stress or anxiety experienced during revision or the assessment period (unless corroborated by medical evidence as a chronic condition and undergoing treatment).*
- *non serious domestic or personal disruptions (eg moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements, financial difficulties, oversleeping).*
- *study related circumstances (equipment failure including computing/printer difficulties (unless they occur in the examination/assessment itself), failure to have taken back up copies for work stolen or corrupted, missing books, poor time management, misreading the examination/assessment timetable).*

(Note: The above list is not exhaustive).

Students are awarded a final grade which corresponds with the marks obtained.

Students must obtain a minimum of 50 marks in order to pass.

Students must pass this module in order to graduate.

All students must adhere to the *Taylor's University's Examinations, Assessment Policies and Procedures* manual available at <http://portals.taylors.edu.my>.

ASSESSMENT COMPONENTS

1. INDIVIDUAL E-JOURNAL (30%)

Each student will be required to keep a personal journal that records their journey throughout this module.

2. ACTIVITY/PROJECT (50%)

Projects will involve at least 30 hours of social engagement activities and other related work.

3. GROUP ORAL PRESENTATION (20%)

Students will be required to form groups and each group will present their experiences collectively.

MARKING RUBRICS FOR GROUP ORAL PRESENTATION

	Weightage (20%)
Presentation – <ul style="list-style-type: none">Engaging; captures interest of audiencespeaks clearly and loudly; good eye contact; appropriate body language, polished and confidentteam effortability to capture their experiences	20

RUBRICS FOR JOURNAL

	Weightage (30%)
<ul style="list-style-type: none">Journal entry is logical, effective and structuredGood Grammar, Mechanics, Spelling, and Sentence StructureAble to observe and articulate the observations and experiences	30

RUBRICS FOR PROJECT/ACTIVITY

	Weightage(50%)
Team Player /Leadership – <ul style="list-style-type: none">Always considers all views and helps team to arrive at a decision/solutionProvides assistance and/or encouragement to team members and mutually respects each otherCommunicates and shares all information with the groupTakes initiative in helping the group get organized and setting times and places to meet, assigning roles Responsible – <ul style="list-style-type: none">Does the full share of work or more e.g. research, planning and execution of tasksProvides many ideas for the assignment Community Engagement <ul style="list-style-type: none">Demonstrates ability and commitment to <i>work with the</i> communityAble to engage with the community barring all cultural, social and racial differences.	50

IMPORTANT REMINDERS

Plagiarism

Plagiarism is the use of someone else's language, ideas, information or original material without acknowledging the source. All students are expected to attend a course on proper usage of referencing. Information about referencing is available from the Intellect's Learning and Academic Skills (LAS) department and/or from the library webpages at:-






http://iportal.taylors.edu.my/taylor_customize/Information_Skills/Reference/reference_mainpage.htm













Plagiarism is a serious offence and any individual (who is suspected of plagiarism) would be referred to the Academic Integrity Committee of Taylor's University. Please refer to the Student Handbook for further information.












GRADING



Grade	Marks	Grade Point	Definition
A	80 – 100	4.00	Excellent
A-	75 – 79	3.67	Very Good
B+	70 – 74	3.33	Good
B	65 – 69	3.00	
B-	60 – 64	2.67	Pass
C+	55 – 59	2.33	
C	50 – 54	2.00	
D+	47 – 49	1.67	Marginal Fail
D	44 – 46	1.33	
D-	40 – 43	1.00	
F	0 – 39	0.00	Fail
WD	-	-	Withdrawn
F(W)	0	0.00	Fail
IN	-	-	Incomplete

SCHEME OF WORK

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
1	Brief the students on the course outline, assessments, rubrics. Introduce the students to Service Learning, the basic concepts and theories of social problems in the community.	To understand the nature of this module and its requirements	Students will be informed about the module, its requirements, form of assessments, marking rubrics etc. Students will be provided with an insight on what is a Journal and what is required of a Group Presentation. An outline of the various projects and the groups of students doing each project will be given.	Lecture slide 1, MIB		 
2	Students will be placed in their respective Projects and briefed by the Project leaders/facilitators on what the project entails and what is expected of them	To understand the nature of the project to be undertaken and what they will be required to do.	Students will have to start preparing for the activity. They may have to do research, come up with ideas and plans.			  

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
3	Project Presentation	1.To be able to work with any type of community. 2. To understand problems faced by some types of community and help them overcome those problems 3. to work effectively as a team	Project leaders will explain how the project will be carried, the requirements of the community and what is expected of the group members			   
4	Project/ Activity	1.To be able to work with any type of community. 2. To understand problems faced by some types of community and help them overcome those problems 3. to work effectively as a team	Students will undertake the task given		during the course of the activity, they will be assessed (50%)	   
5	Project/ Activity	1.To be able to work with any type of community. 2. To understand problems faced by some types of community and help them overcome those problems 3. to work effectively as a team	Students will undertake the task given		during the course of the activity, they will be assessed (50%)	   

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
6	Project/ Activity	1.To be able to work with any type of community. 2. To understand problems faced by some types of community and help them overcome those problems 3. to work effectively as a team	Students will undertake the task given		during the course of the activity, they will be assessed (50%)	   
7	Project/ Activity	1.To be able to work with any type of community. 2. To understand problems faced by some types of community and help them overcome those problems 3. to work effectively as a team	Students will undertake the task given		during the course of the activity, they will be assessed (50%)	   
8	Project/ Activity	1.To be able to work with any type of community. 2. To understand problems faced by some types of community and help them overcome those problems 3. to work effectively as a	Students will undertake the task given		during the course of the activity, they will be assessed (50%)	  

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
	Completion of E-journal and Summary	team To be able to express themselves in writing	Students conclude the journal writing with a reflection of the whole experience		Submission of journal (30%)	
9	Multimedia Presentation	To be able to express their thoughts and opinions	Students will be required to present group/individually their experience of the project/activity undertaken		(20%)	
10	Multimedia Presentation	To be able to express their thoughts and opinions	Students will be required to present group/individually their experience of the project/activity undertaken		(20%)	