

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: All Full-time Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Community Reading and Literacy
<b>Course Code</b>	: GEM2045
<b>Department</b>	: Department of Literature and Cultural Studies (LCS)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39 contact hours [Pre-service in class: 8 contact hours; Service: 36 (counted as 24 contact hours); Post-service in class: 7 contact hours]
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 2

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Community reading refers to the events, programmes, and organizations designed to foster a culture of reading, literacy, and engagement in a community. In Hong Kong as in many other places, schools, universities, libraries, community centres, and other kinds of nonprofit organizations offer community reading programming. This course engages students with community reading initiatives, by placing them with organizations that can connect their skills and interests to meaningful events and activities. The course will benefit young people, ethnic minority communities, the elderly, and all those who care about reading and literacy as part of the life of a community. It will also engage students in reflection about why organizations in modern societies have evolved to promote community reading, and what needs are met by these kinds of initiatives. It will situate students' experiences and reflections in an academic literature about the history and practice of literacy, especially beyond schools and the classroom.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Define and articulate the history, nature, and purpose of community reading programmes in Hong Kong and beyond
- CILO<sub>2</sub> Engage with and support community reading programmes and related initiatives
- CILO<sub>3</sub> Express the significance of their experiences in community reading via reflective writing

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"><li>Literacy: its histories and futures (4 hours)</li></ul>	CILO <sub>1,2</sub>	Reading, lecture, discussion
<ul style="list-style-type: none"><li>Community reading: organizations and initiatives in Hong Kong and beyond (4 hours)</li></ul>	CILO <sub>1,2</sub>	Reading, guest lectures and class visits, discussion
<ul style="list-style-type: none"><li>Practicum (24 hours)</li></ul>	CILO <sub>1,2,3</sub>	Students will engage local reading and literacy initiatives in two ways, understood as two modalities of experience: 1) <i>Participant-observation</i> . Students will engage reading and literary organizations in action, and will collect data about participants' and organizers' views and experiences.

		2) <i>Planning and Facilitation.</i> Students will design, organize, and implement community reading and literacy activities.
• Reflection (7 hours)	<i>CILO<sub>1,2,3</sub></i>	Students will present and discuss their experiences and observations.

#### 4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Proposal. Describe how you plan to engage one or more reading or literacy projects. Describe the project's strengths, weaknesses, opportunities, or threats, (SWOT) and how you intend to contribute (600 words).	20%	<i>CILO<sub>1, 2</sub></i>
(b) Portfolio. Present a portfolio of artefacts related to your service experience, articulating their significance to you and the communities you have engaged. (1,500 words)	50%	<i>CILO<sub>1, 2</sub></i>
(c) Reflection. Discuss your proposal and your experience in light of previous academic research and practitioner reflections on community reading programmes. (900 words)	30%	<i>CILO<sub>3</sub></i>

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

#### 6. Required Text(s)

TBA

## 7. Recommended Readings

- Canagarajah, A. S. (Ed.). (2013). *Literacy as translingual practice: Between communities and classrooms*. Routledge.
- Doiron, R., & Asselin, M. (2011). Promoting a culture for reading in a diverse world. *IFLA Journal*, 37(2), 109–117.
- Flower, L. (2008). *Community literacy and the rhetoric of public engagement*. SIU Press.
- Follos, A. M. (2006). *Reviving Reading: School Library Programming, Author Visits, and Books that Rock!*. Libraries Unlimited.
- Grimes, S. (2006). *Reading Is our business: How Libraries can foster reading comprehension*. American Library Association.
- Hull, G., & Schultz, K. (2001). Literacy and Learning Out of School: A Review of Theory and Research. *Review of Educational Research*, 71(4), 575–611.
- Kucer, S. B. (2014). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings*. Routledge.
- Long, E. (2008). *Community literacy and the rhetoric of local publics*. Parlor Press LLC.
- Mangen, A., & Van der Weel, A. (2016). The evolution of reading in the age of digitisation: an integrative framework for reading research. *Literacy*, 50(3), 116-124.
- Olson, D. R., & Torrance, N. (Eds.). (2009). *The Cambridge handbook of literacy*. Cambridge University Press.
- Ross, C. S., McKechnie, L. E., & Rothbauer, P. M. (2018). *Reading still matters: What the research reveals about reading, libraries, and community*. ABC-CLIO.
- Rowell, J., & Pahl, K. (Eds.). (2015). *The Routledge handbook of literacy studies* (pp. 339-354). London: Routledge.
- Sweet, A. P., & Snow, C. E. (Eds.). (2003). *Rethinking reading comprehension*. Guilford Press.

## 8. Related Web Resources

ALA Planning Your Community-Wide Read

<https://www.ala.org/tools/sites/ala.org.tools/files/content/onebook/files/onebookguide.pdf>

Canadian Library Association

<https://cla.ca>

Council on East Asian Libraries

<https://www.eastasianlib.org/newsite/>

Hong Kong Library Association

<https://hkla.org>

Hong Kong Public Libraries

<https://www.hkpl.gov.hk/en/index.html>

Hong Kong Teacher Librarians Association

<https://hktla.hk>

International Literacy Association

<https://www.literacyworldwide.org>

Library Society of China

<http://www.lsc.org.cn/cns/index.html>

NEA Big Read

<https://www.arts.gov/initiatives/nea-big-read>

One City One Book Hong Kong

<https://www.onecityonebook.hk>

Read.gov  
<https://www.read.gov>  
World Literacy Foundation  
<https://worldliteracyfoundation.org>

## 9. Related Journals

*Australian Journal of Reading and Literacy*  
<https://www.editorialmanager.com/ajll/default1.aspx>  
*Community Literacy Journal*  
<https://digitalcommons.fiu.edu/communityliteracy>  
*IFLA Journal* [International Federation of Library Associations and Institutions]  
<https://journals.sagepub.com/home/ifl>  
*Journal of Adolescent and Adult Literacy*  
<https://ila.onlinelibrary.wiley.com/journal/19362706>  
*Journal of Research in Reading*  
<https://onlinelibrary.wiley.com/journal/14679817>  
*Literacy*  
<https://onlinelibrary.wiley.com/journal/17414369>  
*Reading Horizons*  
[https://scholarworks.wmich.edu/reading\\_horizons/](https://scholarworks.wmich.edu/reading_horizons/)  
*Reading Research Quarterly*  
<https://ila.onlinelibrary.wiley.com/journal/19362722>  
*The Reading Teacher*  
<https://ila.onlinelibrary.wiley.com/journal/19362714>

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

14 August 2025