

City University of Hong Kong
Course Syllabus

offered Department of of Asian and International Studies
with effect from Semester A 2017/18

Part I Course Overview

Course Title:	Problem-based Studies of Selected Asian Societies and Regions II
Course Code:	AIS 3042
Course Duration:	One semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course will provide students with advanced understanding of a particular Asian society or region. It trains students to conduct in-depth analysis of the selected Asian society or region by using problem-based learning method. With the guidance of the instructor, students explore important problems of the region. Through both individual and team work, students will demonstrate the ability to identify, analyse, appraise and discuss these current issues in innovative ways. The acquired knowledge and skills will enhance students' employability in organizations working on regional projects.

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.)

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

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Examine the historical background and the current situation of a variety of important issues in a selected Asian society or region		X	X	
2.	Acquire knowledge and skills in identifying problems in the selected society or region, analyzing the causes of the problems, and providing innovative solutions to the problems		X	X	X
3.	Strengthen oral presentation and report-writing skills			X	
4.	Identify and reflect on the social and ethical dimensions of the identified problems of the society		X	X	
5.	Demonstrate ability to solve problems through discovery and innovative ways		X	X	X

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

100%

[#] 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		
CILO 1	Expository lectures on the histories, politico-economic and socio-cultural transformation of the chosen society or region and different perspectives in the study of pertinent issues in its cultural, social, economic and political development ; students working in small groups;	√					
CILO 2	Team work – students will form small groups and work on a problem-based project. They will discover a major socio-cultural or politico-economic issue that most interest them and collect data that explicate best the nature of the problem. Through collaborative investigation, they will provide solutions for the problem.		√				
CILO 3-5	Students will make 2 presentations of 'work in progress'; lecturer and fellow students will give feed-back on the presentations, which help each group to refine their analysis and solutions			√	√	√	
CILO 3-5	After receiving feedbacks and suggestions from the instructor and fellow students, the teams will work on the materials again and revise and write into a decent report to summarize their problem-based investigation.			√	√	√	

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				
Continuous Assessment: _____%								
Quiz	√						20%	To test students' knowledge in historical background, different perspectives in the study of the chosen society or region and pertinent issues in its cultural, social, economic and political development.
'Work in progress' group presentations	√	√	√	√	√		30%	To assess students' ability to identify problems.
Commentary and discussions on 'work in progress' by fellow students	√	√	√	√			10%	To assess students' ability to appraise the pertinent issues of the chosen society or region.
Individual report of problem-based study	√	√	√	√	√		40%	To assess students' ability to identify problems, to analyse the causes and to provide solutions.
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							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. Quiz	Students will be assessed on knowledge of historical background, different perspectives in the study of the chosen society or region and pertinent issues in its cultural, social, economic and political development.	Excellent understanding of historical background, different perspectives in the study of the chosen society or region and pertinent issues in its cultural, social, economic and political development.	Good understanding of historical background, different perspectives in the study of the chosen society or region and pertinent issues in its cultural, social, economic and political development.	Adequate understanding of historical background, different perspectives in the study of the chosen society or region and pertinent issues in its cultural, social, economic and political development.	Limited understanding of historical background, different perspectives in the study of the chosen society or region and pertinent issues in its cultural, social, economic and political development.	Little or no understanding of historical background, different perspectives in the study of the chosen society or region and pertinent issues in its cultural, social, economic and political development.
2. 'Work in progress' group presentations	Students will be assessed on their capacity to identify problems	Excellent capacity to identify problems.	Good capacity to identify problems.	Adequate capacity to identify problems.	Limited capacity to identify problems.	Little or no capacity to identify problems.
3. Commentary and discussions on 'work in progress' by fellow students	Students will be assessed on their capacity to appraise relevant issues in the chosen society or region.	Excellent capacity to appraise relevant issues.	Good capacity to appraise relevant issues.	Adequate capacity to appraise relevant issues.	Limited capacity to appraise relevant issues.	Little or no capacity to appraise relevant issues.
4. Individual report of problem-based study	Students will be assessed on their capacity to analyse problems by identifying causes and by devising solutions.	Excellent capacity to identify causes and devise solutions to important problems.	Good capacity to identify causes and devise solutions to important problems.	Adequate capacity to identify causes and devise solutions to important problems..	Limited capacity to identify causes and devise solutions to important problems.	Little or no capacity to identify causes and devise solutions to important problems.

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.)

Students will focus on one or more Asian societies or regions.

In this problem-based studies course, students will:

- identify a problem or a cluster of related problems;
- understand why this is a problem;
- ask whose problem this is;
- ask why the problem exists;
- locate the problem in time and place;
- consider solutions to the problem; and
- evaluate the feasibility of the solutions.

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.	
2.	
3.	
...	

2.2 Additional Readings

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

A separate reading list will be compiled for each selected society or region. The following recommended readings are references on problem-based learning, research and writing.

1.	Baptiste, S. E., 2003. <i>Problem-based Learning: A Self-directed Journey</i> . Thorofare, N.J.: SLACK.
2.	Berry, R., 2004. <i>The Research Project: How to Write it</i> . London: Routledge.
3.	Dochartaigh, N. Ó., 2002. <i>The Internet Research Handbook: A Practical Guide for Students and Researchers in the Social Sciences</i> . London: SAGE.
4.	O'Leary, Z., 2005. <i>Researching Real-world Problems : A Guide to Methods of Inquiry</i> . Thousand Oaks: SAGE.
5.	Redman, P., 2001. <i>Good Essay Writing : A Social Sciences Guide</i> . London : Open University in association with SAGE.