

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title:	<u>Maximising the Study Abroad Experience</u>
Course Code:	<u>GE2249</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>B2</u>
	2 Arts and Humanities
Proposed Area: <i>(for GE courses only)</i>	1 Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Generally none</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

(A 150-word description about the course)

Given societal stakeholders (Government, employers, workers, educators, and students) increasingly recognize intercultural competency as being a crucial part of one's repertoire of human capital skills in this contemporary globalized world, the nurturing of interculturally competent graduates therefore becomes an important and meaningful goal of educational institutions. Developing and ensuring the intercultural competence of the next generation of managers and leaders in our society are vital to sustaining the prosperity, international relevance and standing of Hong Kong. Thus Globalization is embedded into CityU's strategic plans, with the goal to "Enhance students' international perspectives, global awareness and multicultural sensitivity". In support of such aims, this course is designed to: inspire students' engagement in study abroad; allow them to discover their own levels of intercultural intelligence; assist their preparation for their overseas experience on how to maximise this valuable prospect of a potentially life-transforming opportunity, through various stimulating and interactive learning activities.

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 [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the fundamentals of intercultural competence, cross-cultural communication skills, adjustment and coping strategies.			√	
2.	Self-assess their own levels of intercultural competence based on different assessment tools.		√	√	
3.	Analyze essential factors which determine personal choice of studying abroad.		√	√	
4.	Design and develop a self- and peer-development plan of studying abroad for developing their intercultural competence, cross-cultural communication skills, adjustment and coping strategies.		√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
1. Lectures	Explain the fundamentals of intercultural competence and cross-cultural communication skills, essential factors for personal choice of studying abroad, adjustment and coping strategies, and design of self and peer-development plans of studying abroad etc.	√	√	√	√	
2. Case Studies	Case-scenarios focussing on self- and peer-development of intercultural competence, cross-cultural communication skills, adjustment and coping strategies will be discussed.	√	√	√		
3. Class Discussions, Debate, Role plays and Presentation	Self-assessments to be made of intercultural competence based on different measurement tools; Essential factors which determine personal choice of studying abroad will be debated using a role-play mode; Self- and peer-development plan of studying abroad will be discussed and presented and peer-reviewed.	√	√	√	√	
4. Guest Speaker Sharing	Guest speakers will be invited to share and critically analyse their study abroad experiences.	√		√		

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: 100%						
1. Individual Assignment Students are required to design a self-development plan of studying abroad for building their intercultural competence, cross-cultural communication, adjustment and coping strategies based on their self-assessed intercultural competence.	√	√	√	√	40	
2. Quiz Students will be assessed of their ability to understand the main theories and concepts shared in the lectures through a quiz.	√		√		20	
3. Peer Evaluation Students will peer evaluate the contribution made by the rest	√		√	√	10	

of the group during the preparation and delivery of the group assignment.						
4. Group Assignment Students are required to discover the social, economic, political, arts, culture and science aspects of a designated host country; and deliver classroom presentation of the individual and group discoveries, as well as personal growth to maximize their study abroad experience	√	√	√	√	30	
Examination: 0%						

* 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	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)
1. Learning Plans	<p>Demonstrate ability to deeply reflect on your socio-cultural identity and provide a meaningful self-analysis, which is informed by a sensitivity and responsiveness to the multifarious methods and opportunities for intercultural exposure in your life to date.</p> <p>Demonstrate ability to be resourceful in researching information, and provide a concisely written assessment of those discoveries regarding the requisite knowledge, skills and attitudes for people to be successful in a profession or field of work.</p> <p>Demonstrate ability to engage in a critical self-evaluation of your intercultural competencies, and a capability plan an impactful path of learning and means of development for yourself, in a purposeful study abroad experience that will enable you to successfully achieve your career goals.</p>	<p>Demonstrate ability to reflect on your socio-cultural identity and provide a thoughtful self-analysis, which indicate a strong awareness of various methods and opportunities for intercultural exposure in your life to date.</p> <p>Demonstrate ability to do good research, and provide a well-written assessment of those discoveries regarding the requisite knowledge, skills and attitudes for people to be successful in a profession or field of work.</p> <p>Demonstrate ability to engage in a rigorous self-analysis of your intercultural competencies, and a capability to plan a mindful path of learning and means of development for yourself, in a study abroad experience that will position you better to achieve your career goals.</p>	<p>Demonstrate ability to make good observations about your socio-cultural identity and provide a reasonable self-analysis, which indicate a consciousness of various methods and opportunities for intercultural exposure in your life to date.</p> <p>Demonstrate ability to do adequate research, and provide an integrated account of those discoveries regarding the requisite knowledge, skills and attitudes for people to be successful in a profession or field of work.</p> <p>Demonstrate ability to engage in self-analysis of your intercultural competencies, and a capability to make some appropriate plans for learning and developing yourself, in a study abroad experience that will enhance some of your skills for your career.</p>	<p>Demonstrate ability to make descriptive statements about your socio-cultural identity and provide some observations about yourself, which denote a narrow view of some occasions for intercultural exposure in your life to date.</p> <p>Demonstrate ability to do shallow research, and provide a summary of those discoveries regarding the requisite knowledge, skills and attitudes for people to be successful in a profession or field of work.</p> <p>Demonstrate ability to provide a synopsis your intercultural competencies, and a capability to make some plans with some relevancy for learning and developing yourself, in a study abroad experience that will enhance some of your skills.</p>
2. Quiz	Superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of good grasp of subject; solid understanding of subject matter.	Student who is profiting from the university experience; familiarity of the subject.	Sufficient familiarity with the subject matter to enable the student to progress.
3. Group Presentation	Demonstrate ability to critically synthesise the individual cultural autobiographies and learning plans of the group into cohesive accounts, which reflect the personalities within	Demonstrate ability to smoothly synthesise the individual cultural autobiographies and learning plans of the group into coherent accounts, which reflect the personalities within	Demonstrate ability to combine the individual cultural autobiographies and learning plans of the group into clear statements, which give an essence of the personalities	Demonstrate ability to state some of the individual cultural autobiographies and learning plans of the group, which give some examples of the personalities within

	<p>the team, and showcases the stimulating and inspiring learning opportunities that have been identified for personal and professional growth in the host country.</p> <p>Demonstrate ability to convey this information with flawless delivery.</p>	<p>the team, and highlights the interesting and encouraging learning opportunities that have been identified for personal and professional growth in the host country.</p> <p>Demonstrate ability to convey this information with strong delivery skills.</p>	<p>within the team, and shares some appropriate and positive learning opportunities that have been identified for personal and professional growth in the host country.</p> <p>Demonstrate ability to convey this information with good delivery skills.</p>	<p>the team, and shares some relevant learning opportunities that have been identified for personal and professional growth in the host country.</p> <p>Demonstrate ability to convey this information with adequate delivery skills.</p>
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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.)

- Experiential learning of Study Abroad: learning styles, learning plans and goals.
- Self-Discovery: Self-assessment of intercultural competence.
- Understanding culture: of your home country; of your host country.
- Developing effective cross-cultural communication skills: verbal communication; non-verbal communication; conflict resolution.
- Adjustment and coping strategies during study abroad: culture shock; culture immersion and learning.
- Post-study Abroad: maintaining the learning momentum; learning how to share and articulate your personal and professional growth.
- Enhancing employability

2. Recommended Reading List

1.	Deardorff, D. (ed.) (2009) <u>The Sage Handbook of Intercultural Competence</u> . California: Sage Publications
2.	Liu, S., Volčič, Z. & Gallois, C. (2011) <u>Introducing intercultural communication: Global cultures and contexts</u> . Los Angeles: Sage
3.	Samovar, L.A., Porter, R.E., McDaniel, E.R. & Roy, C.S. (2013) <u>Communication between cultures</u> . Boston, MA: Wadsworth/Cengage Learning