Course Coordinator: Ken Yau
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E-mail : tkyau@hku.hk
Consultation Hours: Prior appointment via e-mail
Credit : 12 Credits under Global Citizenship requirement

Course Aims

The Global Citizenship Summer Institute (GCSI) aims to provide students with a platform to step beyond their academic and physical borders, engaging in intellectual and experiential learning through participating in a four-week intensive study program in Taiwan and South Korea.

Course Description

GCSI aims at enhancing students’ awareness of the importance of Asia in the globalizing world. Students will spend two weeks in Taiwan and two weeks in South Korea. Students will attend academic lectures relating to three focus areas: political, social, and cultural developments in Taiwan and South Korea. Students will critically examine these focus areas through a comparative lens as well as analyzing their regional and global implications.

Field visits to government offices, civil society organizations, and political parties will be organized to provide students with a more holistic understanding of Taiwanese and South Korean societies. By the end of these four weeks students will gain a unique perspective on Asia through interacting with academics, government officials, community leaders and local people in selected Asian societies.

Course Intended Learning Outcomes (CILOs)

Upon completing the course, students will be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Understand major political, social, and cultural issues in Taiwan and South Korea, relating to the wider regional and global context</td>
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<tr>
<td>2.</td>
<td>Examine critical issues and identify the uniqueness of selected Asian societies</td>
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<td>3.</td>
<td>Develop skills in comparative analysis and critical thinking</td>
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<td>4.</td>
<td>Acquire the personal competencies to study in an unfamiliar environment and in different societies</td>
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<tr>
<td>5.</td>
<td>Acquire the social competencies to study, work and live in group-basis</td>
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</table>
**Teaching and Learning Activities (TLAs)**  
*(designed to facilitate students’ achievement of the CILOs)*

<table>
<thead>
<tr>
<th>Type of TLAs</th>
<th>Number of Hours</th>
<th>Type of CILOs Facilitated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>45</td>
<td>CILO 1, 2 &amp; 4</td>
</tr>
<tr>
<td>Field Trips &amp; Visits</td>
<td>48</td>
<td>CILO 1, 2, &amp; 4</td>
</tr>
<tr>
<td>Workshops &amp; Consultations</td>
<td>15</td>
<td>CILO 1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>Reading &amp; Self-study</td>
<td>40</td>
<td>CILO 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>50</td>
<td>CILO 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Preparing Multi-media Project Presentation</td>
<td>20</td>
<td>CILO 2, 4 &amp; 5</td>
</tr>
</tbody>
</table>

**Assessment Tasks/ Activities**  
*(designed to assess how well the students achieve the CILOs)*

<table>
<thead>
<tr>
<th>Type of Assessment Tasks/ Activities</th>
<th>Weighting (if applicable)</th>
<th>Date of Submission* (if applicable)</th>
<th>Type of CILOs Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Workshop</td>
<td>Pass/ Fail</td>
<td>June 11, 2014</td>
<td>CILO 1, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>Pass/ Fail</td>
<td>July 23, 2014</td>
<td>CILO 1, 2 &amp; 4</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Nil</td>
<td>CILO 1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>Reviews of Lectures</td>
<td>20%</td>
<td>July 7, 2014 &amp; July 21, 2014</td>
<td>CILO 1, 2, &amp; 4</td>
</tr>
<tr>
<td>Multi-media Project Presentation</td>
<td>20%</td>
<td>July 25, 2014</td>
<td>CILO 1, 2, 4 &amp; 5</td>
</tr>
<tr>
<td>Comparative Essay</td>
<td>40%</td>
<td>August 6, 2014</td>
<td>CILO 1, 2, 3 &amp; 4</td>
</tr>
</tbody>
</table>

*Important Dates for Academic Deliverables can be referred to Important Date on page 15.
*Your Reflective Journal, Reviews of Lectures and Comparative Essay are to be submitted through Turnitin ([www.turnitin.com](http://www.turnitin.com)). Please find the information below for your submission.

**Class ID: 8102684**  
**Password: gcsi2014**

**ORIENTATION WORKSHOP**  
*Pass / Fail*

Prior to participating in GCSI, students will be required to attend an Orientation Workshop in which they will be informed about what they will likely come across and how they are expected to perform during the programme. Students will have the opportunity to interact with speakers and critically reflect upon ways to explore the core skills and essential knowledge for the fulfillment of academic deliverables, which is necessary for the successful completion of the GCSI. The schedule of the Workshop can be referred to the Orientation Workshop Schedule on page 17.

Students who are unable to attend the orientation must firstly seek approval from the Faculty for their absence and will receive a description of the nature of the make-up assignment from the Faculty. Details for submission of the make-up assignment(s) to be provided to requisite
students via email and only special circumstances will be considered, with supporting documentation, for cases of absence.

The Orientation Workshop seeks to:

- introduce students to the aims, expectations, and key issues related to GCSI;
- help students develop skills and insights to explore different cultures so that they can apply related skills in the trip, and at the same time understand the concept of global citizenship in a wider context;
- prepare students for the academic deliverables and assignments, particularly for Reviews of Lectures; and
- help students to develop insights about experiential learning in field trips and observations.

**REFLECTIVE JOURNAL** Pass / Fail

The Reflective Journal serves as a means for students to reflect on their experiential learning and utilize their critical and analytical thinking skills. The contents of the Reflective Journal should go beyond the mere description of lectures and field trips they attend during the GCSI. Students have to focus on one or two key events or observations during the trip to demonstrate self-awareness; analyze the multiple perspectives involved in the situations; and try to apply the reflection in bigger contexts, ideally drawing upon academic knowledge to apply the learning at other aspects of life.

**Requirements**

- Students are required to submit a **1,000 – 1,500 word** Reflective Journal.
- 1.5-line spacing, 12-point font, 1 ½ inch margins
- APA style referencing.
- The Reflective Journal must be submitted through Turnitin (www.turnitin.com).

**Assessment Criteria for the Reflective Journal**

- Ability to highlight the key events / issues during the GCSI in an analytical manner.
- Ability to critically reflect on the experience and demonstrate the meta-cognitive process. Certain integration of academic knowledge is expected.
- Ability to generalize learning in different aspects of life.

**PARTICIPATION** 20%

ALL lectures and field trips / visits in the GCSI are compulsory. Students are expected to be punctual and actively participate in every Teaching and Learning Activity (TLA), particularly
raising critical questions and giving constructive feedback or critical comments in lectures during the Q & A session.

The Q & A session in the lectures serves as a platform for students to integrate their academic knowledge of the suggested readings and utilize their immediate analytical thinking skills. In the session, students should:

- give comment and answer the discussion questions in the reading list (if any);
- reflect their views or reservations on the arguments of the speakers with reasons and evidence;
- propose alternative / counter-argument for response;
- share your experience in Hong Kong in dealing with that issue;
- raise questions to the speakers for clarification;
- share views on how the lectures can achieve CILOs and etc.

Requirements

- Students are required to participate in every TLA punctually and attentively.
- Intellectual contribution and active involvement in TLAs are expected.
- Effective, positive and constructive interaction with the guest lecturers, speakers and other students

Assessment Criteria for the Participation (Grade Descriptor for Participation on page 9)

- Ability to contribute intellectual and meaningful ideas in TLAs.
- Ability to support and facilitate others’ contribution and engagement.
- Ability to interact and communicate with others effectively.

REVIEW OF LECTURES 20%

Reviews of Lectures serve as a way for students to further condense their learning and reviews on the lectures. Having commented and discussed on the lectures, students are responsible to write a short review on individual-basis based on the content of lectures and the feedback given by the guest lecturers. In the Reviews of Lectures, students should:

- answer the discussion questions in the reading list (if any)
- briefly summarize and critically review the key points and argument of the lecture; and
- critically evaluate and comment on the argument of the guest speakers in lectures with the aid of the suggested readings or other materials

Requirements

- Students are required to submit TWO Reviews of Lectures with 500 – 800 words each on ANY ONE lecture in Taipei (10%) and ANY ONE lecture in Seoul (10%).
- Show clearly which particular lecture is under review in the first page, otherwise no marks will be given.
- 1.5-line spacing, 12-point font, 1 ½ inch margins
- APA style referencing
- The Reviews of Lectures must be submitted through Turnitin (www.turnitin.com).

**Assessment Criteria for the Reviews of Lectures**
(Grade Descriptor for Reviews of Lectures on page 10)

- Ability to provide comprehensive and insightful reviews on lectures based on the integration of academic knowledge from lectures and suggested readings
- Ability to write a well-structured and organized notes
- Ability to write an academic work with appropriate citations and referencing with proper and accurate use of language

**MULTI-MEDIA PROJECT PRESENTATION (Group) 20%**

The Multi-Media Project Presentation is a group-based assignment which offers an opportunity for students to work in a group of five students on a particular ISSUE to discuss in EITHER Social, Cultural or Political context. Students will have to create a 1-2 minute promotional multi-media product (eg. video clip, A5 size poster, leaflet, drama, song, real-time interview, or mixture of them) to make awareness of such issue to the public.

For instance, previous students have studied popular culture and national identity, political identity crisis in Taiwan, diversion in public opinion on unification in Taiwan and South Korea, recycling program in Taipei and Seoul, after school programs and pressures, and so on. Students will then have to present how they come up with such idea with supporting evidence from either primary or secondary research. Below are some questions to be considered:

- Why is this issue important and unique to the society of your study?
- What impacts have been/or will be caused by this issue?
- What evidence can support your arguments?

**Requirement**

- Each presentation should last for NO MORE than 10 minutes including the multi-media product followed by a 3-minute Q & A session (Multi-Media Project Presentation Schedule on page 27).
- Students have to attend and listen to all sessions of the Presentation.
- **PEER EVALUATION** (5% out of 20%) using the Peer Evaluation Form on page 11, each group will be assigned to evaluate TWO groups in the Multi-Media Project Presentation.
- Submit a signed hardcopy of **Individual Contribution Form** (on page 12) to the Course Coordinator during the Multi-media Project Presentation. It shows the contribution in percentage made by each individual student in the Presentation.
Assessment Criteria for Multi-media Project Presentation
(Grade Descriptor for Multi-Media Project Presentations on page 13)

- Ability to demonstrate critical engagement with issues and themes based on a comprehensive understanding of relevant academic concepts and theories, and integrated with the experience in the GCSI critically
- Ability to create a presentation which provides an outline clearly introducing the structure and conclusion, and summarizes the main ideas / arguments, to make good transitions among points.
- Ability to attract audience concerns and interests with proper presentation skills, and effective use of multi-media aids with clarity and fluency.

COMPARATIVE ESSAY 40%

The key purpose of the comparative essay is to increase students’ awareness of social and global issues by integrating academic enquiry with practical experience gained through their observations in Taipei, Seoul and Hong Kong. The comparative essay is meant to enhance students’ academic initiative relating to their experiential learning. Students will demonstrate this through developing a central argument and supporting it through both scholarly and empirical evidence. Students can choose any issue to discuss in either Social, Cultural or Political context. Students have to compare such issue in any two countries (Taiwan, South Korea and Hong Kong). For examples:

- Compare the recycling program in Taiwan and Hong Kong. In your opinion, which country’s system is more effective in saving energy and conserving the environment? Why?
- Seoul and Taipei are emerging as the major exporters of popular culture in Hong Kong. Examine the reasons for their success. In your opinion, which one is more likely to sustain its popularity? Why?
- State the characteristics of the political systems in Taiwan and South Korea. Explain how each system influences the civic development and welfare system in both nations/territories.

Requirements

- Students are required to submit a maximum of 4,500-word comparative essay. They are to compare one issue in any one of the three aspects (social, cultural and political) between any two countries (Hong Kong, Taiwan and Korea).
- The title of the comparative essay has to be stated in the first page clearly, otherwise no marks will be given.
- Words exceeding the limit will NOT be assessed, but footnotes and bibliography are not counted into word limit.
- 1.5-line spacing, 12-point font, 1 ½ inch margins
- APA style referencing
- The comparative essay must be submitted through Turnitin (www.turnitin.com).
Assessment Criteria for the Comparative Essay
(Grade Descriptor for Comparative Essay on page 14)

- Ability to apply academic knowledge and theories to support a clear thesis statement with the support of relevant resources and evidence
- Ability to present the argument in an organized, structured and balanced way
- Ability to demonstrate critical analysis of topic through original insights and proper integration of the experiences of the TLAs in the GCSI.
- Ability to write a fluent essay with appropriate citations and referencing (includes: sentence formation, grammar, and diction; correct use of punctuation, minimal to no spelling errors)

Self-Evaluation by Students

The submission of Self-Evaluation Form by students via SurveyMonkey.com (an online survey service) is compulsory for the successful completion of the GCSI program. Failure to complete the form will result in delay of grades until submission occurs. Further information on the online form will be released in due course.

Citation Guideline & Plagiarism

At The University of Hong Kong, plagiarism is a disciplinary offence. Any student who commits the offence is liable to disciplinary action and the plagiarized work will receive a “fail” grade. Regulation 5 of the University’s Regulations Governing Conduct and Examination provides that:

“A candidate shall not engage in plagiarism nor employ nor seek to employ any other unfair means at an examination or in any other form of work submitted for assessment as part of a University examination. Plagiarism is defined as unacknowledged use, as one’s own, of work or another person, whether or not such work has been published.”

Plagiarism will result in an automatic “fail” grade being awarded for that particular item and, if serious enough, may result in the student failing the course. For this reason, all students are urged to read “What is Plagiarism?” via www.hku.hk/student/plagiarism, and to refer to the citation guideline via: http://libguides.lib.hku.hk/content.php?pid=90943&sid=677248.

Penalty on Late Submission & Free-riding

Late submission of any graded assignment will be marked down by 5% for the first 24 hours late, and 10% for every 24 hours (or part thereof) thereafter. Saturdays and public holidays count. If a student receives a Fail on the first submission of the Reflective Journal, he/she will have the opportunity of resubmission ONCE. Late submission or fail of the Reflective Journal will result in a 5% deduction from the overall mark. There is NO resubmission for the graded assignments.
Failure to submit or participate in any ONE of the academic deliverables (Reflective Journal, Reviews of Lectures, Multi-media Project Presentation, and Comparative Essay) will result in failure of the course.

Multi-media Project Presentation is prepared and submitted on group basis. In order to deal with the potential problem of free-riding, students in the group have to submit an Individual Contribution Form on group basis. In the Form, a consensus should be reached on the share of contribution made by each individual student in the Presentation and it should be endorsed by the signature of every member and submit the signed hardcopy to the course coordinator during the Multi-media Project Presentation.

If there is any free-riding issue, students should report to the Course Coordinator as soon as possible for intervention. Any free-riding behaviour may result in “FAIL” grade or AT LEAST 50% will be marked down for the Multi-media Project Presentation depends on the seriousness of the free-riding behaviour.