

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

FOSS2020 Global Citizenship Summer Institute (GCSI)
Course Outline (Summer 2017)

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Consultation Hours: Prior appointment via e-mail
Credit: 12 Credits

Course Aims

The Global Citizenship Summer Institute (GCSI) aims to provide students with an opportunity to step beyond their academic discipline and familiar living environment, engage in intellectual and experiential learning through participating in a four-week intensive study programme 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, namely political, social, and cultural developments in Taiwan and South Korea. Students will critically examine these areas through a comparative lens as well as analyzing their regional and global implications.

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

Course Intended Learning Outcomes (CILOs)

Upon completing the course, students will be able to:

No.	CILOs
1.	understand major political, social, and cultural issues in Taiwan and South Korea, relating to the wider regional and global context;
2.	examine critical issues and identify the uniqueness of selected Asian societies;
3.	develop skills in comparative analysis and critical thinking;
4.	acquire the personal competencies to study in an unfamiliar environment; and
5.	acquire the social competencies to study, work and live on a group basis.

Teaching and Learning Activities (TLAs)

(Designed to facilitate students' achievement of the CILOs)

Type of TLAs	Number of Hours	Type of CILOs Facilitated
Lectures	45	CILO 1, 2 & 4
Field Trips & Visits	48	CILO 1, 2, & 4
Workshops & Consultations	15	CILO 1, 2, 3, 4 & 5
Reading & Self-study	40	CILO 1, 2, 3 & 4
Writing Assignments	60	CILO 1, 2, 3 & 4
Preparing Multi-media Project	35	CILO 2, 4 & 5

Assessment Tasks/ Activities

(designed to assess how well the students achieve the CILOs)

Type of Assessment Tasks/ Activities	Weighting (if applicable)	Date of Submission* (if applicable)	Type of CILOs Assessed
Orientation Workshop	Compulsory	June 16, 2017	CILO 1, 2, 3, 4 & 5
Participation	20%	Nil	CILO 1, 2, 3, 4 & 5
Project Outline	Pass/ Fail	July 14, 2017	CILO 1, 2 & 4
Reflective Journal	Pass/ Fail	July 21, 2017	CILO 1, 2, 4 & 5
Multi-media Project	30%	August 1, 2017	CILO 1, 2, 4 & 5
Comparative Essay	50%	August 11, 2017	CILO 1, 2, 3 & 4

*Important Dates for Academic Deliverables can be referred to Important Dates on Page 13.

*Your Reflective Journal, Presentation Outline and Comparative Essay are to be submitted through Turnitin in the Moodle platform.

ORIENTATION WORKSHOP

Pass / Fail

Prior to participating in GCSI, students are required to attend an Orientation Workshop which will cover the programme contents and the requirements of academic performance for students. The schedule of the Workshop can be referred to the Orientation Workshop Schedule on Page 26.

Students who are unable to attend the orientation should first seek prior approval from the Faculty for their absence. Please note only special circumstances with supporting documentation will be considered. The course coordinator will notify the student(s) of the make-up assignment in due course.

The Orientation Workshop is designed to:

- introduce the programme aims, expectations, and academic requirements;
- help students develop skills and insights to explore different cultures so that they can apply related skills in the trip, as well as the concept of global citizenship in a wider context;
- prepare students for the ideas and skills to conduct a Multi-media Project; and
- help students develop essential insights and skills 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 skills. The contents of the Reflective Journal should go beyond the mere description of lectures and field trips/visits they attended during GCSI. Students have to focus on one or two key events or observations during the trip.

Requirements

Students are required to:

- Submit a minimum of 1,200 words Reflective Journal;
- Use 1.5-line spacing, 12-point font, 1 ½ inch margins;
- Use APA style referencing; and
- Submit Reflective Journal via Turnitin in the Moodle platform.

Assessment Criteria for Reflective Journal

- Ability to highlight the key events/issues during GCSI in an analytical manner. Integration of academic knowledge is preferable (e.g. citing 2-3 closely relevant literature);
- Ability to critically reflect on the experience and demonstrate a higher order thinking process; and
- Ability to generalize learning and new insights in a wider context.

ACTIVE PARTICIPATION

20%

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

The Q & A session in the lectures and field trips/ visits serves as a platform for students to integrate their academic knowledge gained from the suggested readings and to apply their analytical skills. In the session, students should:

- give constructive comments and share their views on the subjects under discussions;
- share their ideas or observations on the speaker's presentation with reasons and evidence;
- propose alternatives / counter-arguments; and
- raise questions to the speakers and seek clarification.

Requirements

Students are required to:

- participate in every TLA punctually and attentively. Students should refrain from using electronic devices for irrelevant usages during the lectures and field visits. Marks will be deducted if it has been found;
- make positive and constructive contributions to the discussions with guest lecturers, speakers and other students during the programme.

Assessment Criteria for the Participation (Grade Descriptors for Participation on Page 8)

- Ability to contribute intellectual and meaningful ideas in TLAs;
- Ability to support and facilitate other students' engagements; and
- Ability to interact and communicate with guest lecturers, speakers and other students effectively.

PROJECT OUTLINE (Group)

Pass/ Fail

The Project Outline offers an opportunity for students to work in small groups and seek early feedback from the course coordinator about the students' initial ideas of the Multi-media Project.

Requirements

Students are required to:

- Submit a **500 word** Outline for the Multi-media Project, which covers a draft of the story-line or the mind-map, general arguments, relevant academic material (theories or concepts), structure of the video, methods of delivery, the work plan (e.g., actions and timeline, and division of labour) to complete the Multi-media Project and etc.;
- Use 1.5-line spacing, 12-point font, 1 ½ inch margins;
- Use APA style referencing; and
- Submit the soft copy of the Project Outline via Turnitin in the Moodle platform.

Assessment Criteria

- Ability to propose the social or political significance of a particular issue/theme chosen by the students.
- Ability to identify methods and develop specific plans to complete the Multi-media Project.
- Ability to outline the general theoretical framework and storyline for the Project.

MULTI-MEDIA PROJECT (Group)

30%

The Multi-media Project is a group-based assignment which offers an opportunity for students to work in a small group on ONE particular political, social or cultural ISSUE in Taiwan AND/ OR South Korea based on comprehensive understanding and critical application of relevant academic concepts/ theories.

Each video documentary should last for a maximum of 10 minutes followed by a Q & A session (Multi-media Project Schedule on Page 27).

Students will also present how they come up with such idea for the video with supporting evidence from either primary (e.g. conducting your own survey or field observations) or secondary research (e.g. reviewing existing data available to the public). The following are some of the questions to be considered:

- Why is this issue/theme significant to the society and the academic community?
- What are the social impacts of the issue identified by the students?
- What are the evidences to support the argument?

Requirements

Students are required to:

- upload your **FINAL product** on a google shared drive and send the link to the Course Coordinator at tkyau@hku.hk **by 9:00am on August 1.**
- submit a signed hardcopy of the **Individual Contribution Form** (on Page 10) to the course coordinator during the Multi-media Project. It shows the contribution in percentage made by each individual student during the entire project period and for the Presentation itself;
- review and provide comments to TWO groups during the Multi-media Project Conference (Please see Peer Review Form on Page 9); and
- attend all sessions of the Conference.

Assessment Criteria for Multi-media Project (Grade Descriptors for Multi-media Project on Page 11)

- Ability to demonstrate critical engagement with the issue/theme based on a comprehensive understanding of **relevant academic concepts/ theories**;
- Ability to integrate the issue/theme with the experience in GCSI critically;
- Ability to deliver a presentation which covers: Background of the issue/theme, main body of ideas or arguments and conclusions;
- Ability to present the issue/theme in an attractive and effective manner (e.g. the use of multi-media); and
- Ability to engage the audience successfully in discussion and to attend to the questions and comments raised by the audience.

COMPARATIVE ESSAY

50%

The key purpose of the comparative essay is to increase students' awareness of social and global issues by integrating academic enquiries with practical experiences gained from their observations in Taiwan, South Korea and Hong Kong. The comparative essay aims to enhance students' academic initiatives related to GCSI. Students will demonstrate their initiatives through developing a central argument supported by both scholarly and empirical evidences. Students can choose any ONE particular issue to discuss it from *any one discipline of social sciences*. Students have to compare such issue in any TWO cities/countries among Taiwan, South Korea and Hong Kong. For example:

- Compare the recycling program in Taiwan and Hong Kong. In your opinion, which system in Taiwan and Hong Kong is more effective in saving energy and conserving the environment? Why?

- Seoul and Taipei are emerging as the major destinations of overseas students from Hong Kong. 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 political system influences the social development and welfare system in both countries.

Requirements

Students are required to:

- submit a **4,000-4,500 word** comparative essay. They are to compare one issue in any one of the three aspects (social, cultural and political) between any two cities/countries among Hong Kong, Taiwan and South Korea;
- state the **title** of the comparative essay on the first page clearly; otherwise **no mark** will be given;
- adhere to the word limit; assignments exceeding the limit will **NOT** be assessed. The word limit does not include footnotes and bibliography;
- use 1.5-line spacing, 12-point font, 1 ½ inch margins;
- use APA style referencing; and
- submit the soft copy of the Comparative Essay via Turnitin in the Moodle platform.

Assessment Criteria for the Comparative Essay (Grade Descriptors for the Comparative Essay on Page 12)

- Ability to **apply academic knowledge and theories** (e.g. using relevant resources or evidence) to support a clear argument;
- Ability to present the argument in an organized, structured and balanced way;
- Ability to **demonstrate critical analysis** of the topic through presenting original insights and proper integration of the experiences of the TLAs in GCSI; and
- Ability to write a fluent essay (including proper sentence formation, accurate expression, correct grammar and spelling, and use of punctuation) with appropriate citations and referencing.

Self-Evaluation by Students

For the successful completion of the GCSI programme, the submission of online Self-Evaluation Form by students is **compulsory**. Failure to complete the form will result in delay of grade release until the form has been submitted. Further information on the online Self-Evaluation 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 <http://www.rss.hku.hk/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 assignments 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 or Project Outline, he/she (The group in the Project Outline) will have the opportunity to resubmit ONCE. Late submission or failure in the second submission of the Reflective Journal or Project Outline will result in a 5% deduction from the overall mark of this course. There is NO resubmission for any graded assignments.

Failure to submit or participate in any ONE of the academic deliverables (Reflective Journal, Project Outline, Multi-media Project, and Comparative Essay) will result in failure of the whole course.

The Multi-media Project and Project Outline are prepared and submitted on a 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 a group basis. In the form, a consensus should be reached on the share of contribution made by each individual student in the Presentation and its Outline and it should be endorsed by every group member on the form and the signed hardcopy should be returned to the course coordinator during the Multi-media Project Conference.

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