Sample Syllabus (as of November 2015)

SECTION 1: EXTENDED PROGRAM OVERVIEW

Hong Kong and Shanghai are two of the most developed cosmopolitan cities in China where traditional Chinese culture meets Western culture in all aspects of life including education. Not only are they leaders in China’s economic development in recent decades, both cities have also taken numerous initiatives in educational reform of all kinds.

Offered by the Department of Teaching and Learning, this three-week summer study abroad program provides aspiring educators and practitioners in the education professions with an opportunity to examine (1) the culture, people, education, and society of modern China by studying in two of the country’s most dynamic metropolitan centers, (2) intercultural, international, and intra-regional perspectives on education in China, and (3) foreign or second language teaching and learning in Hong Kong and Shanghai.

The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, international education, English education, social studies, humanities, urban education, educational reform, and intercultural communication. Students interested in learning about traditional and contemporary Chinese cultures should also find this program of relevance. This program also meets one of the area study requirements in International Education.

Teaching and learning activities during our three weeks in Hong Kong and Shanghai include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions. Students also have the opportunity to do field trips in Hong Kong and Shanghai. In addition to classes, seminars and workshops, program participants may visit local schools, educational institution, NYU Shanghai campus, as well as other specialized educational venues. They will also get to interact with teachers, college students, expatriates working in the local areas, as well as conduct individual field research and case studies.
SECTION 2: BRIEF PROGRAM DESCRIPTION

Examine intercultural perspectives on teaching and learning in two of China’s most dynamic cosmopolitan centers: Hong Kong and Shanghai. Through seminars, individualized studies, and field trips to a variety of schools and cultural sites, you’ll meet local students and teachers and explore the initiatives these cities have taken in TESOL, bilingual education, foreign language education, and international education. (Students register for 3-6 credits and may choose from the above four courses in consultation with their degree program advisor.)

SECTION 3: COURSE OBJECTIVES

Students are expected to read and understand the following areas of topics, and conduct research in one of those areas:

1. Chinese society, people, and thought: Past and present

2. Education reform in China (e.g., Hong Kong and Shanghai)

3. Teaching and learning of English as a foreign language, Chinese as a native/foreign language, and other foreign languages in China

4. International education and educational exchanges

5. Globalization and its impact on Chinese culture and society

6. College students in China: Life, study, and world view

SECTION 4: COURSE REQUIREMENTS (ASSIGNMENTS)

1. Full and active participation in all course-related academic activities including all scheduled classes and group activities in New York City, Hong Kong, Shanghai, and anywhere else the program may visit in China (40%). This includes two required pre-trip classes*: Friday, April 8 (5:30-9:00pm; venue in Pless Hall TBA) and Friday, May 13 (6:00-9:00pm; venue in Pless TBA). We place an emphasis on the extent to which you’re prepared for your work and participation in the program on both the academic and logistical levels. We’ll also consider the extent to which you contribute to your classmates’ learning by other means, such as resource sharing and research assistance. ICP stresses participatory membership and active engagement in the program; full residency at the designated ICP hotels with the rest of the group is required.

*Students taking on-site classes in Spring 2016 are required to attend these classes. Students living outside of NYC, including non-NYU special students, who cannot attend these pre-trip classes in person will receive pre-trip orientation online.

2. Timely and satisfactory completion of all specific course-related assignments: (a) readings, literature review, and a pre-trip Study Plan (due by Sunday, June 12; 10%) and (b) an individual ICP Field Study Portfolio (due by Saturday, August 13; 50%).
3. While we respect individual rights and freedom, all program participants are required to observe local laws and customs in Hong Kong, Shanghai, and anywhere else the program may visit in China, as well as international laws and customs during transits. Students are expected to cooperate with, be courteous to, and be respectful of their NYU instructors, fellow classmates, guest speakers and local hosts in the program at all times. To ensure proper enrollment management, the students are expected to respond in a timely fashion instructions or otherwise communication from the program’s resident director and instructors, as well as staff members at Steinhardt’s Office of Academic Initiatives and Global Program. Cooperation from the students will be duly appreciated.

SECTION 5: REQUIRED TEXTBOOKS AND OTHER READING MATERIALS


DeCapua, A., & Wintergerst, A. *Crossing cultures in the language classroom*. Ann Arbor, MI: The University of Michigan Press. [This text focuses more on some intercultural dimensions of teaching and learning in the language classroom.]


Region-specific References:


**Recommended References:**


See the 2016 ICP Sample Schedule for an overview of what the “days” (or the various academic and intercultural teaching and learning activities) on the trip may be like.

* See this program’s website (above) for application deadlines. Rolling applications will continue to be considered after the last announced application deadline. Interested students may inquire about space availability. Enrolled students will be given the full Syllabus shortly before the first required pre-trip class meeting on campus.