

Multilingual and Multicultural Studies - International Education

Study Abroad Program

Hong Kong and Shanghai, China, July 2-22, 2017

Intercultural Perspectives on Teaching and Learning

[http://steinhardt.nyu.edu/study\\_abroad/programs/Intercultural\\_Perspectives#syllabus](http://steinhardt.nyu.edu/study_abroad/programs/Intercultural_Perspectives#syllabus)

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Sample Syllabus (as of August 2016)

## SECTION 1: 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: SHORT PROGRAM-COURSE 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 7 (5:30-9:00pm; conference room, fifth floor, Pless) and Friday, May 12 (6:00-9:00pm; conference room, third floor, East Building). 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.
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 11; 5%) and (b) an individual ICP Field Study Portfolio (due by Saturday, August 12; a total of 55%).

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**

Hall, Edward T. (1959/1973). *The silent language*. New York: Anchor. [This book is regarded by many scholars one of the earliest founding texts of the field of intercultural communication studies.]

Leeds-Hurwitz, Wendy. (1990). Notes in the history of intercultural communication: The Foreign Service Institute and the mandate for intercultural training." *Quarterly Journal of Speech*, 76, 262-281. [This is a landmark essay on the geo-political and intellectual history of the rise of intercultural communication studies that closely related to contemporary foreign language education.]

Martin, J. M & Nakayama, K. T. (2012). *Intercultural communication in contexts*. 6th ed. New York: McGraw-Hill. ISBN: 9780078036774 [This is an important and useful introductory text in the study of intercultural communication.]

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:**

Bolton, K., & Yang, Han. (2009). *Language and society in Hong Kong*. Hong Kong: Open University of Hong Kong Press. ISBN: 9627707570

Chu, Hongqi, & Cravens, Xiu Chen. (2012). Principal professional development in China: Challenges, opportunities, and strategies. *Peabody Journal of Education*, 87(2), 178-199, DOI: 10.1080/0161956X.2012.664463.

Evans, Stephen. (2000). Hong Kong's new English language policy in education. *World Englishes*, 19(2), 185-204.

Fung, Dennis, & Ma, Maggie. (2012). The changes of language policies in Hong Kong education in the post-colonial era. International Conference on Education, Applied Sciences and Management (ICEASM 2012), 138-140. Retrievable at <http://psrcentre.org/images/extramimages/1412126.pdf>

Gal, Susan. (1978). Peasant men can't get wives: Language change and sex roles in a bilingual community. *Language in Society*, 7(1), 1-16.

Kan, Vincent, & Adamson, Bob. (2010). Language policies for Hong Kong schools since 1997. *London Review of Education*, 8(2), 167-176.

Ko, James Y. C.; Hallinger, Philip; & Walker, Allan D. (2012). Exploring school improvement in Hong Kong secondary schools, *Peabody Journal of Education*, 87(2), 216-234, DOI: 10.1080/0161956X.2012.664474.

Li, David. (2002). Hong Kong parents' preference for English medium education: Passive victims of imperialism or active agents of pragmatism? In Andy Kirkpatrick (Ed.), *Englishes in Asia: Communication, identity, power and education* (pp, 29-62). Melbourne Language Australia Ltd.

Madelyn, H. (2007). *Students and teachers of the New China: Thirteen interviews*. McFarland. ISBN: 9780786432882

Stevenson, H. W. & Stigler, J. W. (1994). *The learning gap: Why our schools are failing and what we can learn from Japanese and Chinese education*. New York: Simon & Schuster. ISBN: 9780671880767.

Walker, Allan; & Qian, Haiyan. (2012). Reform disconnection in China. *Peabody Journal of Education*, 87(2), 162-177, DOI: 10.1080/0161956X.2012.664462.

Zhang, Bennan; & Yang, Robin R. (2004). Putonghua education and language policy in postcolonial Hong Kong. *Language Policy*, 4, 143-161.

### **Recommended References:**

Lee, Jamie Shinhee; & Moody, Andrew. (Eds.). (2012). *English in Asian popular culture*. Hong Kong: Hong Kong University Press. ISBN: 978-988-8083-57-2.

Lee, Leo Ou-fan. (1999). *Shanghai modern: The flowering of a new urban culture in China 1930-1945*. Cambridge, MA: Harvard University Press. ISBN: 978-0-674-80551-4.

Lee, Leo Ou-fan. (2008). *City between worlds: My Hong Kong*. Cambridge, MA: The Belknap Press of Harvard University Press. ISBN: 978-0-674-04689-4.

Liu, J; & Tao, H. (2012). *Chinese under globalization: Emerging trends in language use in China*. World Scientific Publishing Company. ISBN: 9789814350693

Mitter, R. (2008). *Modern China: A very short introduction* (Amazon).

Hannum, E. & Park, A. (Eds.). (2009). *Education and reform in China*.

**See the 2017 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.

o Some of the above readings (esp. academic journal articles from NYU Library's journal subscription) may be available in the Resources section in NYU Classes. A number of supplemental readings will be announced and/or posted in our course site in NYU Classes. In addition to the required and recommended readings indicated herein and on our NYU Classes course site, all students are well advised to read the print or online edition of *The New York Times*\* (at <http://www.nytimes.com/>) and another other reputable news venue every day to supplement our readings. Read or attend to various print and online news venues for current events, ideas or otherwise examples that are relevant to the many aspects of our discussions throughout the semester. (\**The New York Times* has an inexpensive digital subscription rate for students that allows unlimited downloads.)

### **Scholarly Reference Citation Style**

All course participants are required to properly write, format, and cite sources in all written assignments (i.e., online discussion postings, papers) in accordance to style recommended in the latest edition of The APA (American Psychological Association) Publication Manual. Purdue University's Online Writing Lab provides free and easy-to-follow samples as to how you can properly structure, write, and cite references in your papers in the APA style. A reference guide will also be available in NYU Classes.

### **SECTION 6: HOW TO APPROACH YOUR READING ASSIGNMENTS – SOME GUIDELINES**

Good reading, writing, and thinking skills are a vital cornerstone of information literacy and learning outcome from a well-rounded education. The following set of questions or guidelines are meant to help you critically interrogate and get the most out of your readings. You may also use these guidelines to help frame your posts for 10 respective Class Discussion Assignments (see Course Requirements above and Course Schedule below). Familiarize yourself with these questions and approach our course's readings with the former in mind.

1. What is the central thesis of this chapter, essay, article or book? Or, what are the major arguments of this work?
2. On what assumptions or points is the thesis of the work built, in logical order?
3. What are the major terms or concepts central to this work, and how does the writer define these terms?
4. What are the methods of argument and kinds of evidence used to develop and support the thesis or arguments of the work?
5. What are the limitations, shortcomings, errors, or weaknesses in the work and why?
6. What are the major contributions of this work to the intercultural study of teaching and learning and why?

7. What relationships do you see between this work and other works you have read in this course and in other courses and why?

8. What interesting questions or problems or potential applications to research, professional or personal development does this work suggest to you and why?

## **SECTION 7: GENERAL GRADING CRITERIA**

While it is my charge to reach my own conclusions about your work for this course, it is important that my evaluation not influence your own thinking in an inhibitive or otherwise negative manner. I, the instructor, encourage you to do your own thinking and not spend time trying to guess what the professor wants in a paper or response. However, the following seven general criteria guide my evaluation of graduate-level written assignments:

**Relevance** - - To what extent does the discussion and/or documentation relate directly to the subject of the assignment?

**Thoroughness** -- To what extent does the paper cover what's needed to be discussed within the space limit and focus of this paper?

**Critical thinking** -- To what extent does the paper reflect your ability to analyze data and ideas logically and coherently?

**Creativity/Originality** -- To what extent does the paper provide new ideas or interpretations about the subject?

**Academic Integrity** -- Has the submitted assignment adhered to the university's published guidelines on academic integrity and those that have been highlighted in this syllabus? • **Punctuality** -- Is the paper handed in on time?

**Style** -- To what extent is the writing clear and free of editorial and typographical error? (Proper APA-style source and reference citations)

## **SECTION 8: COURSE POLICY**

1. **Academic integrity and plagiarism:** This course will strictly adhere to the university's academic integrity policy. It is the responsibility of the students to review NYU's academic integrity statement (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>).

2. **Email policy and decorum:** Emailing is the best and most effective way to reach me, the instructor. When you email me, please write a brief and clear topic on the Subject line with this "prefix," ICME, the code I use for our course. For example – "ICP: Study Plan" or "ICP: I can't make it to class," etc. Your cooperation will alert me about the nature of the email so I won't treat it as spam.

Check your student email (and NYU Classes) on a regular basis, such as a few times weekly at least to stay current with course-related communication. For my part, I'll do my best to get back to you by the end of the next business day during the workweek.

3. **Attendance** (lateness and absence policy): See the Attendance and Participation requirement above.

4. **Late work**: All late papers or assignments receive a two-increment grade reduction penalty (e.g., A- to B, B+ to B-). A grace period of no more than a week may be granted at the discretion of the instructor (e.g., unexpected medical condition). No late paper will be accepted more than a week after its due date. No late paper for the Final Paper assignment will be accepted. No extra-credit assignment will be given to make up any overdue assignment or missed class, which is by nature not replicable in any other form.

5. **No cell phone use or texting in class**: The use of cell phone, computer, laptop, iPad, headset or earphones, or the like electronic devices is strictly prohibited in class or scheduled group activities unless it is clearly stated as part of the class' teaching and learning agenda. Answering or texting during class is disruptive and discourteous and will be considered a violation.

6. **Disability access statement**: If you are a student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at 212-998-4980 or [mosescd@nyu.edu](mailto:mosescd@nyu.edu). You must be registered with the Moses Center to receive accommodations. Additional information can be found at [www.nyu.edu/csd](http://www.nyu.edu/csd). The Moses Center is located at 726 Broadway on the 2nd floor.