

**THE UNIVERSITY OF HONG KONG**  
**FACULTY OF SOCIAL SCIENCES**

3-Campus East Asia Programme  
FOSS2021 Comparative East Asian Studies Internship (6 credits)  
Course Outline (Summer 2018)

Course Coordinator: Miss Winky Wu (email: winkywmt@hku.hk)

**Course Aims**

**The Comparative East Asian Studies Internship** is a 6-week full-time **non-paid credit-bearing** internship programme provided by the Faculty of Social Sciences, which highly values public service. Students are expected to examine issues (such as food waste and human rights violations) related to strategies for promoting social innovation in local communities, and for working effectively with practitioners and professionals from both the public and private sectors.

At The University of Hong Kong, plagiarism is a disciplinary offence. For details please see Section V. Plagiarism and Citation Guideline.

**Learning Outcomes**

The Internship seeks to enhance students' understanding of social issues through first-hand practical experience, and through applying knowledge and skills to real-life situations. To complete the internship, students must write an essay critically reflecting on their internship and analyzing empirical findings and work experience gained from it. More specifically, by completing this course, students will be able to:

1. understand of social issues through first-hand practical experience working with Community Partners in Hong Kong;
2. identify key issues and develop strategies to enhance social development and promote social innovation;
3. apply academic knowledge (including theories and concepts), critical thinking, and analytical skills acquired at the University to analyse real-life situations; and
4. develop work ethics, self-initiative, adaptation to the organizational culture, and communication skills for successful workplace performance.

**Assessment & Academic Deliverables**

| <b>Deliverable</b>                                    | <b>Weight in Grading</b> | <b>Date of Submission/ Attendance</b> | <b>Learning Outcome</b> |
|-------------------------------------------------------|--------------------------|---------------------------------------|-------------------------|
| Internship Orientation                                | Pass/Fail                | June 23                               | 2, 4                    |
| Social Issue Brief                                    | Pass/Fail                | July 29 (5pm HKT)                     | 1, 2                    |
| Overall Performance at Community Partner Organization | 50%                      | August 16 (by CP supervisor)          | 1, 2, 3, 4              |
| Project Presentation                                  | 50%                      | August 17                             | 1, 2, 3                 |

### **1. Pre-internship Orientation (Pass/Fail)**

Before undertaking the internship, students must attend a pre-internship orientation. Students will be equipped with essential knowledge for successful completion of the internship, and will be given guidance to complete the academic deliverables.

Attendance to the pre-internship orientation is compulsory, and students are expected to participate in group discussions and activities.

### **2. Social Issue Brief (Pass/Fail)**

Students are required to identify a topic related to their internship organization and conduct a background research of the selected topic in order to better conceptualise the issues and problems identified. Students are required to submit a background research.

Requirements:

- Maximum length of 800 words
- Double-spaced, 12-point font, 1 1/2 inch margins
- APA style referencing
- The Social Issue Brief must be submitted via: Turnitin and hard copy to the respective Academic Tutor by the **5:00pm, July 29, 2018 (Hong Kong Time)**.

Assessment Criteria for Social Issue Brief:

- a. Ability to identify relevant information and provide an overview of the nature of the topic under discussion
- b. Ability to analyze the major issues and debates about the topic
- c. Ability to use a wide range of resources relating to the topic (books, journal articles, government reports, viable newspaper articles, theses and dissertations etc.)
- d. Including a minimum of three closely relevant references in the Social Issue Brief.

### **3. Work Performance (50%)**

The Overall Performance at the Community Partner Organization is conducted by the respective Community Partner Supervisor(s) at the workplace. Students are assessed on 9 assessment criteria (see table below) related to workplace performance.

## Assessment of Student

(Please refer to the Final Evaluation Form for Supervisor on page tbc for the complete grade matrix.)

| Item | Assessment Criterion                                                                                             |
|------|------------------------------------------------------------------------------------------------------------------|
| 1.   | Takes initiative to explore new areas of study and pursue better outputs after satisfying the basic requirements |
| 2.   | Adapts to the work culture and the rules of the working environment                                              |
| 3.   | Willing to communicate with supervisor and other colleagues                                                      |
| 4.   | Maintains a positive work attitude                                                                               |
| 5.   | Able to work independently                                                                                       |
| 6.   | Motivated to seek ways to fortify own strengths and overcome weaknesses                                          |
| 7.   | Works in a congenial manner                                                                                      |
| 8.   | Manages workload in an orderly and responsible manner                                                            |
| 9.   | Integrates supervisors' recommendations into own repertoire of knowledge and skills                              |

### **4. Project Presentation (50%)**

The Project Presentation offers student interns the opportunity to present their internship experience gained at the Community Partner Organization. Students should first pick a topic related to their internship, then narrow it to a focus or issue which reflects what the student is concerned about. The final topic may be different from their social issue topic and it should not be only about the Organization. Students should integrate academic knowledge with experiential learning, beyond just workplace duties, providing a peer-peer sharing and learning experience where the internship is reviewed through a wider context and relevant academic literature.

#### **Requirements**

Students are required to:

- Present individually about their internship experience
- Present for **maximum 10 minutes** followed by a 5-minute Q & A session
- Suggested contents to be covered: 1) Background of the internship, key learning experience, 2) Critical examination of the issue(s) identified by the intern (e.g., significance of the issue, relevant critiques), and 3) Coherent conclusion

#### **Assessment Criteria**

*Understanding, Analysis, & Integration of Academic Knowledge with the Internship Experience*

- Ability to provide a critical reflection on the internship experience
- Ability to demonstrate perceptive and critical engagement with issue(s) (identified by the intern) based on a comprehensive understanding of relevant concepts and theories

- Ability to effectively analyze and integrate academic knowledge with experiential learning using cohesive argumentation

#### *Structure & Organization*

- Ability to create a presentation which provides a clear outline introducing the structure and conclusion, and summarizes the main ideas / arguments

#### *Delivery & Mechanics*

- Ability to present findings effectively within the given time frame
- Ability to engage the audience through skillful use of eye contact, gestures, variation in voice, and attractive and professional visual aids
- Ability to conduct the presentation with clarity and fluency

Grade Descriptors has been included on page 7-8.

### **V. Plagiarism and Citation Guideline**

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 refer to the citation guideline via <http://libguides.lib.hku.hk/content.php?pid=90943&sid=677248>.

## Grade Descriptors for Work Performance at the Community Partner

### Excellent (A+/A/A-)

Student's performance consistently far exceeds the expected standards. Student exemplifies exceptional initiative to explore new areas and lucidly adapts to the work culture. Student demonstrates excellence in communication with supervisor and colleagues, showing a positive attitude and ability to work independently. Student demonstrates a very high-level of motivation and congeniality, as well as having an outstanding ability to manage workload and integrate supervisor's feedback to enhance workplace performance.

### Good (B+/B/B-)

Student's performance is consistently above the expected standards. Student exemplifies good initiative to explore new areas and is able to adapt well to the work culture. Student demonstrates a high-level of communication with supervisor and colleagues, showing a positive attitude and ability to work independently. Student demonstrates a high-level of motivation and congeniality, as well as effectively managing the workload and integrating supervisor's feedback to enhance workplace performance.

### Satisfactory (C+/C/C-)

Student's performance consistently meets the expected standards. Student exemplifies a satisfactory initiative to explore new areas and ability to adapt to the work culture. Student is satisfactory in the following areas: communication with supervisor and colleagues, positive attitude, motivation, and congeniality. Student also shows an average ability to work independently, manage workload and integrate supervisor's feedback to enhance workplace performance.

### Pass (D+/D)

Student's performance meets some of the expected standards. Student exemplifies a less than satisfactory initiative to explore new areas and has difficulty adapting to the work culture. Student is less than satisfactory in the following areas: communication with supervisor and colleagues, positive attitude, motivation, and congeniality. Student shows difficulty in working independently, managing workload and integrating supervisor's feedback to workplace performance.

### Fail (F)

Student's performance is consistently below the expected standards. Student exemplifies an unacceptable level of initiative to explore new areas and has difficulty to adapt to the work culture. Student demonstrates inability to communicate with supervisor and colleagues, and shows a lack of positive attitude, motivation and congeniality. Student is unable to work independently, manage workload and integrate supervisor's feedback to workplace performance.

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FOSS2021 Comparative East Asian Studies Internship  
**Grade Descriptors for Project Presentation**

| <i>Assessment Category</i>                                                                       | <b>Excellent</b>                                                                                                                                                                                                                                                                                                                                                                | <b>Good</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Satisfactory</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Pass</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Fail</b>                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding, Analysis, and Integration of Academic Knowledge with Internship Experience</b> | Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis and integration of academic knowledge with experiential learning is consistently clear and effective. Arguments fit together and build a compelling case, providing critical reflection on the internship experience. | Generally perceptive and critical engagement with issues and themes; some shortcomings in understanding of relevant concepts and theories, but the analysis and integration of academic knowledge with experiential learning is mostly clear and effective. Some arguments underdeveloped or some considerations overlooked in providing a critical reflection of the internship experience.                                                   | Occasional perceptive and critical engagement with issues and themes, but presentation tends toward rather superficial understanding of relevant concepts and theories, with some inaccuracies in the analysis and integration of academic knowledge with experiential learning. Offers own position but reasoning is sometimes impaired by weak reflection, emotive, or inconsistent argumentation and reflection on the internship experience.                                                             | Very limited critical engagement with key issues and themes; rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies in the analysis and integration of academic knowledge with experiential learning. Offers own position, but the arguments/ reflection on the internship experience are not put forward explicitly and not well supported.                                                                                                                             | No critical engagement with issues, and themes. Integration of academic knowledge with experiential learning characterized by serious inaccuracies and misunderstandings. Offers own position, but analysis/ reflection on the internship experience are flawed, disorganized, or difficult to identify or understand. |
| <b>Structure / Organization</b>                                                                  | The presentation provides an outline which clearly introduces the structure and a conclusion that clearly summarizes the main ideas / arguments. Transitions from one main idea / argument to the next are always clear to the listener through the use of signaling phrases such as “the next point” “the final section” etc.                                                  | The presentation provides an outline which introduces the structure and a conclusion that summarizes the main ideas / arguments but one or both could be more comprehensive. Transitions from one main idea / argument to the next are almost always clear to the listener through the use of signaling phrases such as “the next point” “the final section” etc. The listener is always able to follow the development of the main arguments. | The presentation attempts to provide an outline which introduces the structure and / or a conclusion that summarizes the main ideas / arguments. If both are present, one or both may be unclear or lacking in enough detail. Transitions from one main idea / argument are sometimes unclear to the listener through a lack of or unclear use of signaling phrases such as “the next point” “the final section” etc. However, the listener is able to follow the development of most of the main arguments. | The presentation fails to provide an outline which introduces the structure of the presentation or a conclusion that summarizes the main ideas / arguments. If one is present, it is unclear or lacking in enough detail to be useful to the listener. Transitions from one main idea / argument are often unclear to the listener through a lack of or unclear use of signaling phrases such as “the next point.” “The final section.” etc. However, the listener is able to follow the development of some of the main arguments. | There is no outline or conclusion. Transitions from one main idea / argument are unclear because of a lack of signaling. The listener is not able to follow the development of any of the main arguments.                                                                                                              |

|                                        |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Delivery &amp; Mechanics</b></p> | <p>Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience at all times through the skillful use of eye contact, gestures, variation in voice, attractive and professional looking visual aids. Spoken language is always accurate, comprehensible, fluent, and precise.</p> | <p>Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two of these could be done better in places. Spoken language is mostly accurate, comprehensible, fluent and precise with a few hesitations.</p> | <p>Presenter(s) may be slightly off the time limits set. Presenter(s) engage the audience most of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two are ineffective in parts of the presentation. Spoken language is generally comprehensible and fluent but not always accurate/precise.</p> | <p>Presenter(s) may be significantly off the time limits set. Presenter(s) attempt to engage the audience some of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids but with limited overall effectiveness. The language is often inaccurate; occasionally incomprehensible. Some main arguments can be followed.</p> | <p>Presenter(s) do not adhere to the time limits set. Presenter(s) seem to make little attempt to engage the audience eye contact, gestures, variation in voice, attractive and professional looking visual aids. All are ineffective throughout the presentation. The language is mostly incomprehensible and many of the main arguments are unclear.</p> |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Marking Scale</b> |               |
|----------------------|---------------|
| <b>Standard</b>      | <b>Grade</b>  |
| Excellent            | A+<br>A<br>A- |
| Good                 | B+<br>B<br>B- |
| Satisfactory         | C+<br>C<br>C- |
| Pass                 | D+<br>D       |
| Fail                 | F             |