

<b>Course Coordinator</b>	Pérez Abad, Abel
<b>Course Code</b>	HI8001
<b>Course Title</b>	Intercultural Awareness in International Environments: APEC
<b>Pre-requisites</b>	Completion of at least Level 1 of any of the foreign languages offered at NTU-CML
<b>No of AUs</b>	3
<b>Contact Hours</b>	36 (weekly seminars of 3 hours)

### **Course Aims**

This interdisciplinary course introduces the concept of intercultural awareness within international contexts such as the Asia-Pacific Economic Cooperation (APEC). Multicultural societies are more and more common nowadays. We live in a society where members from very different cultural backgrounds share and coexist in the same space. When we try to turn these spaces into more liveable ones, we need to make use of our intercultural skills to acknowledge cultural differences. What ways can help to make the use of these skills more effective? Are the nations of the ASEAN region interculturally ready for their role as economic and cultural world hubs? And most importantly, are there ways in which intercultural awareness can be taught or developed explicitly to help in this mission? Can we develop learning strategies in this regard? In this course, you will learn about the concept of intercultural matters within international environments. In this process, we will focus our attention on the development of learning strategies to anticipate interculturally challenging situations. The contexts given will be related to some of the topics APEC is dealing with within their 2020 and 2021 agenda. This course will fit students from all specialities interested in international and multilateral institutions or any other context where intercultural skills in real-life contexts are necessary. Therefore, prospective students will be provided with the opportunity to understand and interact with the members of the APEC Secretariat in Singapore in fieldwork activities such as interviews and talks by specialist guest from the field, the organisation of a workshop at the end of the course or even to be the candidate for one of the internship opportunities at the Secretariat in Singapore.

### **Intended Learning Outcomes (ILO)**

By the end of this course, you should be able to:

1. Discuss intercultural awareness from historical and global perspectives.
2. Investigate ways to develop intercultural awareness in different fields, for ex. Educational.
3. Recognise the different phases based on the Matas Intercultural Model.
4. Describe the origins and historical development of APEC.
5. Describe and explain the different Work Groups within APEC.
6. Relate the roles of the different economies within APEC and their dynamics.
7. Synthesise knowledge of the APEC agenda from an intercultural perspective.

**Course Content**

Introduction to interculturality.

Intercultural competence – The necessary skills to interact effectively in different environments and backgrounds.

Phases of the Matas Intercultural Model.

The history and origin of APEC.

The relationship between ASEAN and APEC.

The relationship between the participating APEC economies.

The APEC agenda and Workgroups.

Integration of intercultural competence in an international context.

**Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Participation	1-7	Communication, Character	20%	Individual	Appendix 1
2. Fieldwork interview and presentation	1, 2, 3, 4	Competence, Creativity, Communication	20%	Team	Appendix 2 Appendix 3 Appendix 4
3. Written assignment	1, 2, 5, 6, 7	Creativity, Communication, Argumentation	25%	Individual	Appendix 2
4. Oral Presentation	1, 4, 5, 6, 7	Creativity, Communication, Argumentation	25%	Team	Appendix 2 Appendix 3 Appendix 4
5. Portfolio	1, 2, 5, 6, 7	Creativity, Communication, Character	10%	Individual	Appendix 2
Total			100%		

1. Active participation is essential as part of this course and a proactive attitude is expected from the students both, individually and within their groups. (Weightage: 20%)

2. In groups of two/three, the students will perform an interview with one of the members of APEC about a topic related to their workgroups and present the information gathered in class. You will write an assignment. (Weightage: 20%, out of which: 10% Assessment Criteria for interview and presentation, 5% Team assessment, 5% Instructors evaluation of individual contribution)

3. The written assignment will consist of an essay. The students will choose amongst the range of topics studied during the course. (Weightage: 25%)

4. The oral presentation will be done in groups. (25%, out of which: 15% Assessment Criteria for interview and presentation, 5% Team assessment, 5% Instructors evaluation of individual contribution)

## 5. Portfolio (10%)

### Formative feedback

Feedback is central to this course. You will receive both written and verbal feedback from me about your presentations. You will also receive both written and verbal feedback in response to your topic proposals, as I will return each proposal individually. I will also receive digital copies of your written assignment and portfolio so that I can provide extensive feedback on grammar, style, and content. You will receive summative group feedback on the exam following the conclusion of the module.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
<i>Interdisciplinary Action Research Collaborative Multimodal approach</i>	In this interdisciplinary course, you will learn by means of an Action Research approach with a strong collaborative component within a multimodal way of learning. This will help you to build learning strategies to cope in different intercultural situations in a more explicit way. In the Action Research methodology, planning, acting, observing and reflecting constitute the fundamental actions to guide each project forward, such that within its own development it constitutes a cycle (Ramos-Méndez and Sánchez-Quintana 2019). The course will enhance a multimodal learning, with where you will be immersed in different experiences that will help you to be more engaged during the learning, in such a way that you will remember more. We will propose a combination of individual and, more importantly, collaborative tasks about the most current topics nowadays to provide you with an experience the closest the possible to real-life situations. In this regard, you will have the opportunity to interact with the members of the APEC Secretariat in Singapore in the form of interviews and talks by specialist guest from the field, the organisation of a workshop or be the candidate for one of the internship opportunities at the Secretariat in Singapore.

- **Reading and References**
- **Byram, Gribkova & Starkey (2002).** *Developing the Intercultural Dimension in Language Teaching.* Council of Europe.
- **Rodora T. Babaran and Ky-anh Ngyuen (eds.) (2020)** A shared identity. *Becoming ASEAN. The ASEAN (Issue 01).*
- **Kwok, Choi Shing (2019).** *Preserving and Promoting ASEAN Cultural Heritage.* ASEANFocus. ISEAS-Yusof Ishak Institute. Singapore. (P. 1-36)
- **Knight, John M. Kohls, L.Robert (1994).** *Developing Intercultural Awareness: a cross-*

*cultural training handbook*. Intercultural Press-University of Michigan.

- **Rata, Georgeta (2016)**. Intercultural Development through Intercultural Awareness and Cultural Briefing. Animal Sciences and biotechnologies. Agroprint, Timisoara, Romania (p. 284-288)
- **Stella Ting-Tomey and Tenzin Dorje (2017)**. Multifaceted identity approaches and cross-cultural communication styles. Selective overview and future directions. In Chen, Ling. *Intercultural communication*. De Gruyter Mouton, New York (p. 141-179)
- **Uttaran Dutta and Judith N. Martin (2017)**. Theoretical perspectives on Communication and cultures. In Chen, Ling *Intercultural communication*. De Gruyter Mouton, New York (p. 45.67)
- Links to APEC Documents named on the weekly schedule are available on [apec.org](http://apec.org)

### **Course Policies and Student Responsibilities**

You are expected to attend all face-to-face sessions and actively contribute to all discussions and preparations. If you have queries needing any elaboration, please address them in person immediately before or after the seminar. Blackboard will be regularly used to communicate important information about this course. You are advised to check your NTU emails and access the Blackboard for this course daily during the semester. If you have a documented disability, please inform me immediately.

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and complete all scheduled assignments by the due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all seminar discussions and activities.

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult me if you need any clarification about the requirements related to academic integrity in the course.

### Course Instructors

Instructor	Office Location	Phone	Email
Abel Pérez Abad	SHHK-04-61	6790-4762	<a href="mailto:aperezabad@ntu.edu.sg">aperezabad@ntu.edu.sg</a>
Randy J. LaPolla	SHHK-03-45	8777-0862	<a href="mailto:randylapolla@ntu.edu.sg">randylapolla@ntu.edu.sg</a>

### Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	Introduction Intercultural Awareness	1, 2, 3	<b>Knight, John M. Kohls, L.Robert (1994).</b> <i>Developing Intercultural Awareness: a cross-cultural training handbook.</i> Intercultural Press-University of Michigan
Week 2	Different aspects of intercultural awareness and intercultural communication	1, 2, 3	<b>Rata, Georgeta (2016).</b> Intercultural Development through Intercultural Awareness and Cultural Briefing. Animal Sciences and biotechnologies. Agroprint, Timisoara, Romania (p. 284-288)
Week 3	The role of intercultural competence in different contexts: from local to global.	1, 2, 3	<b>Stella Ting-Tomey and Tenzin Dorje (2017).</b> Multifaceted identity approaches and cross-cultural communication styles. Selective overview and future directions. In Chen, Ling. <i>Intercultural communication.</i> De Gruyter Mouton, New York (p. 141-179) <b>Uttaran Dutta and Judith N. Martin (2017).</b> Theoretical perspectives on Communication and cultures. In Chen, Ling <i>Intercultural communication.</i> De Gruyter Mouton, New York (p. 45.67)
Week 4	Multilateral Institutions: ASEAN and APEC: their global economic role.	1, 4, 5	<b>Kwok, Choi Shing (2019).</b> Preserving and Promoting ASEAN Cultural Heritage. ASEANFocus. ISEAS-Yusof Ishak Institute. Singapore. (P. 1-36) <b>Rodora T. Babaran and Ky-anh Ngyuen (eds.) (2020)</b> A shared identity. Becoming ASEAN. In The ASEAN (Issue 01).
Week 5	The APEC economies:	1, 4, 5,	• APEC Projects Overview

	mapping international relations and cooperation.	6	<ul style="list-style-type: none"> <li>• Host Economy declarations and statements</li> </ul>
Week 6	The APEC Work Groups and topics:  <b>Submission of Assessment 2</b>	4, 5, 6	<ul style="list-style-type: none"> <li>• APEC Action Plans</li> </ul>
Week 7	Preparing the 2021 agenda: International trade agreements  Agricultural technical Cooperation	4, 5, 6, 7	<ul style="list-style-type: none"> <li>• Fifth APEC Ministerial meeting on Food Security: Puerto Varas, Chile, 23 August 2019</li> <li>• ATCWG Strategic Plan</li> </ul>
Week 8	Anti-Corruption and Transparency  Policy Partnership on Women and the economy	4, 5, 6, 7	<ul style="list-style-type: none"> <li>• Anti-Corruption Initiative. Asia-Pacific Action Plan.</li> <li>• Healthy Women, Healthy Economies. A Guidebook for SMES</li> </ul>
Week 9	Counterterrorism  Emergency preparedness (COVID-19)  Health	4, 5, 6, 7	<ul style="list-style-type: none"> <li>• APEC Counter-Terrorism Counter terrorism Working Group Proposed Work Plan for 2020</li> <li>• APEC Emergency Preparedness Working Group. Voluntary sharing of Practices in Responding to COVID-19</li> </ul>
Week 10	Transportation  Ocean and Fisheries  <b>Submission of Assessment 3</b>	4, 5, 6, 7	<ul style="list-style-type: none"> <li>• Establishment of the seafarer Excellence Network of the Asia-Pacific</li> <li>• Ocean and Fisheries Working Group (OFWG) Proposed plan for 2020.</li> </ul>
Week 11	Telecommunications and Information  Tourism	4, 5, 6, 7	<ul style="list-style-type: none"> <li>• APEC Telecommunications and Information Working Group Strategic Action Plan 2016-2020</li> <li>• APEC Internet and Digital Economy Roadmap</li> <li>• Prospect Analysis for sustainable Development of Tourism in Remote Areas of APEC Economies</li> </ul>
Week 12	Small and medium enterprises  <b>Submission of Assessment 4</b>	4, 5, 6, 7	<ul style="list-style-type: none"> <li>• Small and Medium Entreprises Working group Strategic Plan 2017-2020</li> </ul>

Week 13	Workshop: APEC-NTU Intercultural Awareness in context. <b>Submission of Assessment 5</b>	1 - 7	<ul style="list-style-type: none"><li>• No readings</li></ul>

## Appendix 1: Assessment Criteria for Participation

	<b>Very Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Inadequate</b>
<b>Frequency of Participation</b>	Student proactively contributes to discussion during every class, usually without prompting.	Student proactively contributes to discussion in a majority of classes, without or with some prompting.	Student rarely participates in class discussion even with prompting.	Student does not participate in class at all even with prompting.
<b>Quality of Participation</b>	Student's contributions reflect an excellent understanding of and engagement with the course material.	Student's contributions reflect an adequate understanding of and engagement with the course material.	Student's contributions sometimes engage with the course material, but mostly do not reflect serious consideration of it.	Student's contributions do not reflect direct engagement with the course material.
<b>Preparation</b>	Student always attends class having reviewed the course material in advance with questions to discuss.	Student always attends class having reviewed the course material in advance, and often has questions to discuss.	Student often attends class without having reviewed the course material in advance, rarely has specific questions to discuss.	Student demonstrates no evidence of having reviewed or considered the course material in advance.



**Appendix 2: Assessment Criteria for interview and presentation, portfolio, and written assignment.**

	<b>Excellent</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Unacceptable</b>
<b>Structure and Organization</b>	Papers, discussant comments, presentations, and verbal responses follow a proper structure and logical organisation that clearly lead through the arguments and evidence.	Papers, discussant comments, presentations, and verbal responses follow a proper structure and have a mostly logical organisation.	Papers, discussant comments, presentations, and verbal responses have a clear organisation although they sometimes stray from the logical narrative.	Papers, discussant comments, presentations, and verbal responses do not consistently apply the proper structure and are not well organised.	Papers, discussant comments, presentations, and verbal responses make little attempt to follow proper structure and are poorly organised.
<b>Argumentation</b>	Strong and clear arguments that offer nuanced and sophisticated insights.	Clear arguments that offer relatively sound insights.	Somewhat unclear or weak arguments that produce mostly valid insights.	Few arguments that offer weak or logically inconsistent insights.	No attempt to construct a logical argument.
<b>Analysis</b>	Demonstrate exceptional analytical originality in creating new arguments and interpreting primary data in new ways.	Demonstrate analytical originality in creating new arguments and interpreting primary data in new ways.	Demonstrate some analytical originality, but often simply repeating description of data.	Demonstrate little analytical originality, generally repeating description of data.	No attempt to provide original analysis.
<b>Depth of Research</b>	Offer detailed evidence grounded in close reading of the relevant literature.	Offer thorough and well-supported evidence.	The depth of engagement with the literature is somewhat lacking, although some evidence presented.	Basic content and description appears to be correct, but it is not supported through appeal to the literature.	Basic content and description is incorrect due to lack of engagement with the literature.
<b>Grammar, Syntax, Punctuation</b>	No stylistic errors.	No major stylistic errors, a few minor errors.	One major or several minor stylistic errors.	Two to three major stylistic errors and several minor errors.	Four or more major stylistic errors.

**APPENDIX 3: Team assessments.**

For Team Assessments, there will be a portion of your marks that you share as a team, and a portion that depends on your individual contribution towards your team’s success. This will be determined by a peer-evaluation (Appendix 3) and instructor observation (Appendix 4).

**Peer-Evaluation Form**

Team #: \_\_\_\_\_

Team member you are evaluating: \_\_\_\_\_

Your name (evaluator): \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

SELECT **ONLY ONE OPTION** FOR EACH ITEM

	<i>Low</i>				<i>High</i>
Amount of work done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
Please explain:					
Quality of work done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
Please explain:					
Helpfulness to other group members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
Please explain:					

Strengths of member:

Areas for improvement:

**Appendix 4.**

**Instructor Evaluation of Individual Contribution**

There will be opportunities for the instructor to observe your individual contribution to your team. This will serve to corroborate your peer’s evaluation. The instructor will take these criteria into consideration:

	<b>Excellent</b>	<b>Very Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Unacceptable</b>
<b>Team sessions</b>	<ul style="list-style-type: none"> <li>• Takes a lead and encourages others to contribute towards the success of the project.</li> <li>• Demonstrates depth of understanding in the whole topic and contributes to the coherence of the entire project or presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Always participates actively at sessions that involve teamwork.</li> <li>• Demonstrates sufficient knowledge to contribute to the coherence of the entire project/presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually shows up at sessions that involve teamwork.</li> <li>• Demonstrates only the piece of knowledge relevant to his/her part of the project but does not seem to be able to connect to the rest.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually misses sessions that involve teamwork.</li> <li>• Demonstrates knowledge but with obvious gaps in understanding.</li> <li>• Answers to questions may be erroneous.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not show up for teamwork.</li> <li>• Does not appear to know the topic.</li> <li>• Unable to answer questions.</li> </ul>
<b>Presentations</b>	<ul style="list-style-type: none"> <li>• Able to answer questions thoroughly and challenge others’ thinking in the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer questions thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to provide some answers to questions.</li> </ul>		