

DONGGUAN UNIVERSITY OF TECHNOLOGY

School of Economics and Management

Comprehensive Training Syllabus

Fall 2019

Course Title: Comprehensive Training of International Business Course Code: 0810056	Course Category: <input type="checkbox"/> Internship <input type="checkbox"/> Course Design <input checked="" type="checkbox"/> Comprehensive Training <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Chinese name of the course: 管理案例专题实训	
Total Hours/ Week/ Credits: 2~4 hours per week, total 8 hours; 2~4 weeks ; 1 credit <i>(The confirmed commencement and location)</i>	
Class: 2018 International Economics and Trade International Business Industry-University International Program 2018 Economics and Finance (Financial Management Industry-University International Program)	
College: Economic and Management College	
Time/Place: <input checked="" type="checkbox"/> On Campus: tentative. <input type="checkbox"/> Off Campus: ;	
Instructor: Zheng Ning	
Required Textbook: <ul style="list-style-type: none">• Self-editing courseware, reading materials, PPT and course handouts.• https://www.wto.org/english/news_e/archive_e/country_arc_e.htm?country1=CHN	
Supplementary Materials: <ul style="list-style-type: none">• Gary P. Schneider. (2016). <i>E-Commerce</i>. 10th edition. China Machine Press. ISBN- 978-7111-43433-7.• Relevant Self-editing materials and Relevant on-line reading materials, sourcing from: https://www.researchgate.net, https://chinaus-icas.org/, https://www.nytimes.com/topic/subject/business-and-economy-in-china, https://www.mckinsey.com/featured-insights/china/chinas-one-belt-one-road-will-it-reshape-global-trade, https://www.ifsa-butler.org/program/international-business-in-china/, https://www.jstor.org/action/doBasicSearch?Query=China%27s+international+business&filter=; etc.	
Course Assessment: <input checked="" type="checkbox"/> Non-examination <input type="checkbox"/> Presentation <input type="checkbox"/> Hands-on Practice <input type="checkbox"/> On-site Operation-Practice <input type="checkbox"/> Paper Based Examination <input type="checkbox"/> Computer Based Examination <input checked="" type="checkbox"/> Short Essay/Report	
Office Hour/Place: In-class Q/A, Guangcheng Campus.	

Course Description: .

Through initially outlining the big picture and area development of OBOR and its impacts on international trade and business, following by leading students into the comprehensive training program, which aims at enhancing students' comprehensive ability by applying the learned theoretical knowledge into actual world study in the realm of the international business and trade along with employing critical thinking skills to analyze entry-level real-world relevant issues.

This comprehensive training covers both theoretical and practical hours on issues of the emerging areas of international trade. The course format combines lectures, seminar presentations and classroom discussions and debate.

Program Learning Objectives (LOs)

1. LOs of Knowledge and Skills:

- Improving students' patriotic sentiment, critical thinking and research ability;
- Strengthening students' communication and analytical ability to express, discuss and exchange opinions, ideas and assumptions on international business issues from academic and practical perspective.
- Sharpening students' academic presentation and writing skills by completing allocated group and individual assignments.

2. LOs of Process and Methods:

Opening by elaborating the current international trade and business issues facing by China and introducing the OBOR to the class, students are ushered through to applying their learned knowledge into the following blended learning activities and teaching methods, including case study, research practice, topic debate, group discussion and a final in-class presentations.

3. Ethical & Political Learning: By Studying The Actuality Of China's International Business And The Barriers And Challenges Facing In The Global Trade And Business Arena, Students Are Able To Develop A Sense Of Professional Ethics And Patriotic Sentiment And Enhance Their National Pride.

The connection between this comprehensive training and the cultivation of students' core competence (This column is for science and engineering majors):

- ☐core competence 1.
- ☐core competence 2.
- ☐core competence 3.
- ☐core competence 4.
- ☐core competence 5.
- ☐core competence 6.
- ☐core competence 7.
- ☐core competence 8.

Implementation Requirements, Methods/Forms And Schedules

I. Implementation

Requirements

1. Resource Allocation Requirement:

Some of the study materials need to be printed out and distributed to the whole class, which include but not limited to:

- E-reading materials, including relevant handouts, case study materials, etc.
- Students are required to bring laptops or electronic devices to classroom for conducting an on-line research for academic and practical purpose as well as part of the assessment.

2. Instructor's responsibility and requirement

- Effectively delivering the learning contents and achieving the learning objectives;
- Facilitating students to engage in learning activities, such as group discussion;
- Facilitating students to complete their quizzes, tasks and assignments.
- Helping students to meet the objective of the Ethical & Political Learning.

3. Students' responsibility and requirement

- Proactively and actively engaging in the learning and training process;
- Complete the required in-class assignments or tasks;
- Students are highly encouraged to speak English in the class and actively exchange your ideas, opinions and critical thinking with others.
- As to the final in-class group presentation based on case study, each group member should be fully participating in the preparation and the performance of the group presentation.

II. Methods/Forms of the Implementation

The comprehensive training program is designed and schemed to implement and complete by deploying a teaching methodology of combining theory with practice.

III. Implementation schedules

Implementation schedule and arrangement

Week/Date	Topic	Practical Contents	Location	Note
tentative	An Introduction of OBOR and Its Impacts on International Business and Trade.	Case study on the merging areas of international trade and the business opportunities.	Guancheng Campus.	Students should spend an adequate amount of time on reviewing the study materials and

tentative	Exploring the International Business opportunities, current situations, challenges and projection.	Conducting and Processing case research, group discussion and presentation.	Guancheng Campus.	grouping up to prepare and complete the final in-class group presentation.
Assessment and Grading				
Grading	Standard		Notes	
Attendance, 10%	<ul style="list-style-type: none"> Students are required to punctually attend the class. Late coming student should provide a reasonable excuse. If there is no excuse, treat as absent. 		If you are late or leave early without an acceptable excuse, you will lose 10% of your grade(100%).	
In-class performance, including group discussion, exchanging and expressing opinions, 10%	<ul style="list-style-type: none"> Students are encouraged and expected to actively participate in class activities such as discussion, answering questions, and other forms of interaction. To give and answer questions are a good way to get credits in attendance. Your performance and participation will be evaluated as part of your grade. 		The quality of your in-class performance will be accordingly observed and evaluated upon whether you are actively involving in or offering your contribution to the in-class interaction and activities.	
An In-class practical task, 20%	<p>An in-class practical task will be allocated to grouped students, which comprises two parts:</p> <ul style="list-style-type: none"> Conducting an internet-based-research according to a given practical task and organising your research outcomes or results into a short briefing paper.(10%) One of your group members will be on behalf of your group to debrief your findings on your written paper. (10%) 		The quality of the research selective resources and findings will be evaluated, accounting for 10%; the debriefing quality will be assessed by your logical organisation and verbal expression, making up 10%.	

Final In-Class individual paperwork, 60%	<p>Each group will be given no more than 20 mins to complete the final in-class group presentation, which comprises two parts:</p> <ul style="list-style-type: none"> • The topics will be released in the previous class. • Each group are required to spend an adequate amount of time on reviewing the study materials and conducting research on the given topic. • All group members should participate in the presentation, and the presentation should be elaborated by using a group-made ppt (40%). • Each group should submit their presentation ppt document before the class (20%). 	The quality of the group-made PPT document and the performance of the presentation will be evaluated, occupying 20% and 40% respectively.
Total: 100%	The grade of this program is composed by four parts, which are Attendance (10%), In-Class Performance (10%), An In-class Practical Task (20%), and A Final In-Class Group Presentation (60%).	

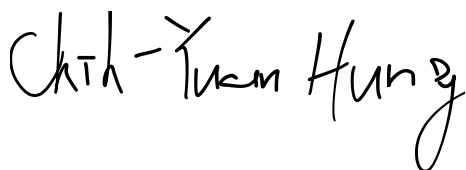
Issuing Date of this Syllabus: 2019.9.2

Verified and Approved

Reviewed by:

Chih-Yuan Hung

Signature:



Director of: Department of International Business and Management

Date: 2019/09/10