

**CHƯƠNG TRÌNH ĐÀO TẠO KHÓA 2025**  
**NGÀNH KINH TẾ**  
**TRÌNH ĐỘ ĐẠI HỌC**

*(Kèm theo Quyết định số 1057/QĐ-ĐHQT ngày 04 tháng 9 năm 2025  
của Hiệu trưởng Trường Đại học Quốc tế)*

**1. Thông tin chung**

- Tên ngành đào tạo:
- + Tiếng Việt: Kinh tế
- + Tiếng Anh: Economics
- Mã ngành đào tạo: 7310101
- Trình độ đào tạo: Đại học
- Loại hình đào tạo: Chính quy
- Thời gian đào tạo: 4 năm
- Tên văn bằng sau khi tốt nghiệp:
- + Tiếng Việt: Cử nhân Kinh tế
- + Tiếng Anh: Bachelor of Arts in Economics
- Nơi đào tạo: Trường Đại Học Quốc Tế - Đại Học Quốc Gia TP.HCM

**2. Thông tin tuyển sinh và kế hoạch đào tạo**

**a. Đối tượng tuyển sinh**

Đối tượng tuyển sinh căn cứ theo quy chế tuyển sinh đại học của Bộ Giáo dục và Đào tạo và Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin tuyển sinh của trường Đại học Quốc tế.

**b. Hình thức tuyển sinh**

Trường Đại học Quốc tế thực hiện tuyển sinh theo Quy chế tuyển sinh Đại học ban hành hàng năm bởi Bộ Giáo dục và Đào tạo, căn cứ theo Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin tuyển sinh của trường Đại học Quốc tế.

**c. Nhóm ngành tuyển sinh: Kinh doanh - Quản lý - Kinh tế, mã tuyển sinh: IU02**

**d. Tổ hợp môn xét tuyển: Toán, Vật lý, Tiếng Anh; Toán, Hóa học, Tiếng Anh; Toán, Lịch sử, Tiếng Anh; Toán, Địa lý, Tiếng Anh; Toán, Tiếng Anh, Giáo dục kinh tế và pháp luật; Ngữ văn, Toán, Tiếng Anh.**

**e. Dự kiến chỉ tiêu tuyển sinh, quy mô đào tạo**

<b>Năm</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>Từ 2029 trở đi</b>
Tuyển sinh mới	60	80	80	80	80
Quy mô đào tạo	160	240	240	240	240

### **3. Mục tiêu đào tạo**

a. Mục tiêu chung:

Bảng 1. Sự phù hợp của mục tiêu đào tạo với Tâm nhìn, sứ mạng và Mục tiêu giáo dục của Luật giáo dục đại học.

Mục tiêu đào tạo của CTĐT	Tâm nhìn	Sứ mạng	Luật giáo dục
<p>- Chương trình Cử nhân Kinh tế học (Phân tích dữ liệu kinh tế) được thiết kế nhằm trang bị cho người học kiến thức vững chắc về kinh tế học hiện đại, kết hợp với kỹ năng sử dụng dữ liệu và công cụ phân tích định lượng để giải quyết các vấn đề kinh tế – xã hội trong bối cảnh toàn cầu hóa và môi trường số hóa dữ liệu các hoạt động kinh tế, xã hội của thế giới.</p> <p>- Chương trình giúp người học phát triển tư duy phản biện, tư duy hệ thống và kỹ năng giải quyết vấn đề dựa trên bằng chứng.</p> <p>- Chương trình trang bị đến người học nền tảng vững chắc để người học tiếp tục học tập suốt đời, theo đuổi chương trình sau đại học hoặc phát triển sự nghiệp trong các lĩnh vực kinh doanh, nghiên cứu, tư vấn chính sách, quản lý và hoạch định chiến lược.</p> <p>- Chương trình đào tạo hoàn thiện bám sát chương trình chất lượng của các nước có nền giáo dục phát triển.</p> <p>- Từ đó, đáp ứng nhu cầu nhân lực chung cho nền kinh tế Việt Nam, và góp phần giải quyết các vấn đề xã hội phát sinh.</p>	<p>Chương trình Cử nhân Kinh tế học (Phân tích dữ liệu kinh tế đáp ứng với mục tiêu của Trường ĐHQT như trường đại học nghiên cứu thuộc hàng đầu Việt Nam, và là nơi vun đắp và phát triển nguồn nhân lực chất lượng cao cho thị trường lao động trong nước và quốc tế.</p> <p>Trong đó, Khoa Kinh tế - Tài chính – Kế toán (EFA) thuộc trường ĐHQT là lựa chọn của nhóm sinh viên khá, giỏi của Việt Nam, cũng là nơi dẫn đầu về chất lượng đào tạo, nghiên cứu, tự chủ, sáng tạo, đạt trình độ tiên tiến tiếp cận chuẩn quốc tế.</p>	<p>Chương trình Cử nhân Kinh tế học (Phân tích dữ liệu kinh tế đáp ứng các sứ mạng chung:</p> <ul style="list-style-type: none"> <li>- Đào tạo chất lượng cao, đạt chuẩn kiểm định chất lượng giáo dục theo tiêu chuẩn quốc tế/khu vực cho tất cả các chương trình đào tạo.</li> <li>- Giảng dạy và nghiên cứu thực hiện bằng tiếng Anh, tham khảo với hoàn cảnh và tình huống Việt Nam.</li> <li>- Đào tạo và rèn luyện người học thành công dân có trách nhiệm với xã hội và quốc gia.</li> <li>- Nghiên cứu và phát triển bền vững của doanh nghiệp, địa phương và xã hội; quan tâm, thúc đẩy các hoạt động kết nối và phục vụ cộng đồng.</li> </ul>	<p>Chương trình Cử nhân Kinh tế học (Phân tích dữ liệu kinh tế đáp ứng các sứ mạng chung của Luật giáo dục:</p> <ul style="list-style-type: none"> <li>- Đào tạo nhân lực trình độ cao, nâng cao dân trí, bồi dưỡng nhân tài; nghiên cứu khoa học và công nghệ tạo ra tri thức, sản phẩm mới, phục vụ nhu cầu phát triển kinh tế - xã hội, bảo đảm quốc phòng, an ninh, hội nhập quốc tế.</li> <li>- Đào tạo người học phát triển toàn diện; có tri thức, kỹ năng, trách nhiệm nghề nghiệp; có khả năng nắm bắt tiên bộ khoa học và công nghệ tương xứng với trình độ đào tạo, khả năng tự học, sáng tạo, thích nghi với môi trường làm việc.</li> </ul>

### b. Mục tiêu cụ thể (Program Objectives - POs)

Mục tiêu cụ thể của CTĐT được xác định từ mục tiêu chung, bao gồm 5 mục tiêu, trong đó có 2 mục tiêu về kiến thức, 2 mục tiêu về kỹ năng và 1 mục tiêu về tự chủ và trách nhiệm, được trình bày như sau:

#### **Kiến thức:**

**PO1:** chương trình trang bị cho người học kiến thức nền tảng và lý thuyết quan trọng về kinh tế học vi mô, vĩ mô và một số lĩnh vực chuyên ngành trong kinh số học. Đồng thời, chương trình tích hợp các kiến thức liên ngành thiết yếu nhằm giúp người học đủ khả năng đáp ứng yêu cầu thực tiễn của công việc trong môi trường doanh nghiệp, tổ chức và khu vực công.

**PO2:** chương trình giúp người học hiểu rõ những đặc điểm quan trọng của nền kinh tế Việt Nam và thế giới, đồng thời có khả năng vận dụng linh hoạt các mô hình và công cụ phân tích kinh tế để đánh giá, đưa ra giám pháp cho vấn đề thực tiễn và hỗ trợ ra quyết định trong kinh doanh, hoạch định chiến lược của doanh nghiệp hoặc trong hoạt động chuyên môn của các tổ chức, viện nghiên cứu và cơ quan nhà nước.

#### **Kỹ năng:**

**PO3:** chương trình rèn luyện năng lực vận dụng các mô hình thống kê, kinh tế chuyên sâu và hiện đại kết hợp với sử dụng kiến thức kinh tế đặc thù để phân tích, đánh giá và đề xuất giải pháp cho các vấn đề kinh tế – từ quy mô tổng quát nền kinh tế cho tới các quyết định ở cấp độ doanh nghiệp.

**PO4:** chương trình trang bị thành thạo kỹ năng sử dụng các ngôn ngữ phân tích dữ liệu quan trọng hiện tại (như: Python, R, Stata, SQL...) và rèn luyện các kỹ năng thu thập, xử lý, trực quan hóa, và phân tích dữ liệu phục vụ cho mục đích phân tích các vấn đề kinh tế.

#### **Tự chủ và trách nhiệm:**

**PO5:** chương trình rèn luyện cho người học năng lực giao tiếp hiệu quả, năng lực việc nhóm và năng lực lãnh đạo cơ bản trong môi trường tổ chức và doanh nghiệp; đồng thời hình thành ý thức trách nhiệm về vai trò cá nhân trong công việc và trong xã hội.

**PO6:** chương trình giúp người học hình thành nhận thức về tầm quan trọng của việc học tập suốt đời và tạo môi trường rèn luyện năng lực tự học, tự phát triển bản thân. Người học phải đạt trình độ tiếng Anh theo chuẩn đầu ra của Trường Đại học Quốc tế khi tốt nghiệp.

### 4. Chuẩn đầu ra của chương trình đào tạo (Program Learning Outcomes –PLOs)

Stt	Chuẩn đầu ra	Trình độ năng lực
1	<b>Kiến thức và lập luận ngành</b>	
1.1	Năng lực kiến thức: - Hiểu rõ hành vi của người tiêu dùng, trong đó có cách họ phản ứng trước các cú sốc và ra quyết định trong điều kiện không chắc chắn, từ đó phân tích phản ứng của thị trường về phía cầu.	5.0

	<ul style="list-style-type: none"> <li>- Nắm vững cách doanh nghiệp hoạt động trong các cấu trúc thị trường khác nhau và cách doanh nghiệp thích ứng với các chính sách kinh tế, tiền tệ và lao động của nhà nước.</li> <li>- Có kiến thức nền tảng vững chắc về kinh tế vĩ mô, hiểu rõ mô hình lý thuyết kinh tế vĩ mô quan trọng, và nắm bắt những đặc điểm chính của nền kinh tế Việt Nam và thế giới.</li> <li>- Nắm vững các phương pháp thống kê và kinh tế định lượng thiết yếu để phân tích dữ liệu và hỗ trợ ra quyết định hiệu quả. (PLO1)</li> </ul>	
<b>2</b>	<b>Kỹ năng</b>	
2.1	<p>Kỹ năng phân tích vấn đề kinh tế sử dụng dữ liệu:</p> <ul style="list-style-type: none"> <li>- Có khả năng phân tích và đánh giá tác động của các sự kiện và cú sốc trong nước và quốc tế đối với nền kinh tế, các ngành và doanh nghiệp, từ đó đưa ra tư vấn chiến lược trong bối cảnh toàn cầu hóa đầy biến động.</li> <li>- Có tư duy phản biện, biết kiểm tra và đánh giá độ tin cậy của dữ liệu, từ đó đưa ra các ước lượng định lượng về tác động của các cú sốc kinh tế.</li> <li>- Vận dụng chặt chẽ các kỹ năng phân tích kinh tế gắn liền với việc sử dụng và xử lý dữ liệu thực tế. (PLO3)</li> </ul>	5.0
2.2	<p>Kỹ năng nghiên cứu:</p> <ul style="list-style-type: none"> <li>- Có khả năng thực hiện nghiên cứu trong lĩnh vực kinh tế và kinh tế lượng nhằm phát triển kiến thức chuyên môn và giải quyết các vấn đề thực tiễn.</li> <li>- Có khả năng phân tích, đánh giá các chính sách và quy định của chính phủ và các tổ chức quốc tế để đề xuất giải pháp tối ưu cho doanh nghiệp và tổ chức. (PLO4)</li> </ul>	4.0
2.4	<p>Kỹ năng tổ chức quản lý:</p> <ul style="list-style-type: none"> <li>- Có kỹ năng tổ chức và quản lý căn bản trong hoạt động liên quan đến kinh tế hoặc môi trường doanh nghiệp. (PLO5)</li> </ul>	3.5
2.5	<p>Kỹ năng xử lý sử dụng phần mềm và phân tích dữ liệu:</p> <ul style="list-style-type: none"> <li>- Thành thạo các phần mềm xử lý và phân tích dữ liệu phổ biến trong lĩnh vực kinh tế (như: Python, R, Stata, SQL...).</li> <li>- Thành thạo kỹ năng thu thập, xử lý, trực quan hóa và phân tích dữ liệu bằng các công cụ và phần mềm chuyên dụng.</li> <li>- Có khả năng tự học và cập nhật các phần mềm, ngôn ngữ lập trình và phương pháp phân tích dữ liệu mới phù hợp với yêu cầu thực tiễn. (PLO6)</li> </ul>	4.0
2.6	<p>Thái độ:</p> <ul style="list-style-type: none"> <li>- Sinh viên tôn trọng nguyên tắc đạo đức, trách nhiệm nghề nghiệp và quy định nghề nghiệp; nhiệt tình và có trách nhiệm với công việc. (PLO9)</li> </ul>	4.0
<b>3</b>	<b>Kỹ năng làm việc nhóm và giao tiếp</b>	
3.1	<p>Kỹ năng làm việc nhóm:</p> <ul style="list-style-type: none"> <li>- Sinh viên chứng tỏ được kỹ năng giao tiếp, làm việc theo nhóm, tranh luận, trình bày ý tưởng. (PLO7)</li> </ul>	4.0

3.2	Quan điểm chính trị: - Sinh viên theo học ngành Kế toán tại trường Đại học Quốc tế - Đại học quốc gia thành phố Hồ Chí Minh có kiến thức căn bản về cấu trúc và nguyên tắc của đường lối chính trị của Đảng cộng sản Việt Nam và những nguyên lý cơ bản của Chủ nghĩa Mác Lênin. (PLO2)	3.5
4	<b>Năng lực thực hành nghề nghiệp</b>	
4.1	Đạo đức nghề nghiệp: Tuân thủ chuẩn mực đạo đức nghề nghiệp. Cụ thể là phải đề cao tính liêm chính trong việc đánh giá phân tích thị trường, ngành, doanh nghiệp, người tiêu dùng; tuân thủ các chuẩn mực đạo đức trong việc thu thập và xử lý dữ liệu liên quan đến các cá nhân và tổ chức. Tuân thủ nội quy, kỷ luật của doanh nghiệp và pháp luật nhà nước. (PLO8)	5.0
4.2	Sinh viên cập nhật và đáp ứng với các phương pháp mới, ngôn ngữ mới và phần mềm mới trong lĩnh vực kinh tế; yêu thích và nỗ lực phát triển nghề nghiệp, tham gia hoạt động của các tổ chức nghề nghiệp; tôn trọng sự khác biệt, đa dạng trong môi trường đa văn hoá, chủ động và nỗ lực trong việc cải thiện môi trường làm việc theo hướng tích cực. (PLO10)	4.0

Bảng năng lực đánh giá

Trình độ năng lực	Mô tả
0.0 - 2.0	Có biết qua/có nghe qua
2.0 - 3.0	Có hiểu biết/có thể tham gia
3.0 - 3.5	Có khả năng ứng dụng
3.5 - 4.0	Có khả năng phân tích
4.0 - 4.5	Có khả năng tổng hợp
4.5 - 5.0	Có khả năng đánh giá

## 5. Ma trận giữa mục tiêu đào tạo và chuẩn đầu ra

Bảng 2. Mối quan hệ giữa CDR của CTĐT và mục tiêu đào tạo

	Chuẩn đầu ra của chương trình theo mục tiêu đào tạo									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
PO1	✓	✓	✓	✓	✓			✓		
PO2	✓	✓	✓	✓		✓		✓		
PO3	✓		✓	✓		✓		✓		✓
PO4			✓	✓		✓		✓		✓
PO5							✓	✓	✓	✓
PO6						✓	✓		✓	✓

## 6. Quy trình đào tạo, điều kiện tốt nghiệp

Căn cứ Quyết định số 1342/QĐ-ĐHQG ngày 30 tháng 9 năm 2022 của Giám đốc Đại học Quốc gia Thành phố Hồ Chí Minh về việc ban hành Quy chế đào tạo trình độ đại học.

Căn cứ Quyết định số 719/QĐ-ĐHQT ngày 06 tháng 12 năm 2021 của Hiệu trưởng trường Đại học Quốc tế về việc ban hành Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế.

## 7. Thang điểm (theo thang điểm chính thức của trường)

Trường quy định thang điểm đánh giá kết quả học tập của người học (Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế).

Bảng 3: Thang điểm

Xếp loại	Thang điểm 100	Điểm chữ	Thang điểm 4
Xuất sắc	Từ 90 đến 100	A+	4,0
Giỏi	Từ 80 đến cận 90	A	3,5
Khá	Từ 70 đến cận 80	B+	3,0
Trung bình khá	Từ 60 đến cận 70	B	2,5
Trung bình	Từ 50 đến cận 60	C	2,0
Yếu	Từ 40 đến cận 50	D+	1,5
Kém	Từ 30 đến cận 40	D	1,0
	Dưới 30	F	0,0

## 8. Khối lượng kiến thức toàn khoá

Tổng số tín chỉ: **124 tín chỉ**, trong đó phân bổ kiến thức như Bảng 4 (không bao gồm Giáo dục thể chất và Giáo dục quốc phòng):

Bảng 4. Cấu trúc chương trình đào tạo

TT	Các khối kiến thức <sup>(3)</sup>	Khối lượng			
		Số tín chỉ			Tỷ lệ % (Tổng khối kiến thức/Tổng số tín chỉ)
		Tổng	Lý thuyết	Thực hành	
<b>I</b>	<b>Khối kiến thức giáo dục đại cương</b>	<b>44</b>	<b>44</b>	<b>0</b>	<b>35%</b>
	- Bắt buộc: 41 tín chỉ	41	41	0	
	- Tự chọn: 3 tín chỉ	3	3	0	
<b>II</b>	<b>Khối kiến thức cơ sở ngành</b>	<b>21</b>	<b>21</b>	<b>0</b>	<b>17%</b>
	- Bắt buộc: 21 tín chỉ	21	21	0	
	- Tự chọn: 0 tín chỉ	0	0	0	

TT	Các khối kiến thức <sup>(3)</sup>	Khối lượng			
		Số tín chỉ			Tỷ lệ % (Tổng khối kiến thức/Tổng số tín chỉ)
		Tổng	Lý thuyết	Thực hành	
<b>III</b>	<b>Kiến thức chuyên ngành</b>	<b>44</b>	<b>44</b>	<b>0</b>	<b>35%</b>
	- Bắt buộc: 44 tín chỉ	35	35	0	
	- Tự chọn: 0 tín chỉ	9	9	0	
<b>IV</b>	<b>Kiến thức bổ trợ</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	- Bắt buộc: 0 tín chỉ	0	0	0	
	- Tự chọn: 0 tín chỉ	0	0	0	
<b>V</b>	<b>Thực tập, khóa luận/luận văn tốt nghiệp</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>12%</b>
	<b>Tổng cộng</b>	<b>124</b>	<b>124</b>	<b>0</b>	<b>100%</b>

### 9. Nội dung chương trình đào tạo

Bảng 5: Khung Chương trình đào tạo chung của nhóm ngành

Stt	Mã MH	Tên môn học (MH)		Tín chỉ	Ghi chú
		Tiếng Anh	Tiếng Việt		
<b>Khối kiến thức Kinh tế - Chính trị - Xã hội - Luật</b>					
1	PE015IU	Philosophy of Marxism-Leninism	Triết học Mác-Lênin	3	
2	PE016IU	Political Economics of Marxism and Leninism	Kinh tế chính trị Mác-Lênin	2	
3	PE017IU	Scientific Socialism	Chủ nghĩa xã hội khoa học	2	
4	PE018IU	History of Vietnamese Communist Party	Lịch sử Đảng Cộng sản Việt Nam	2	
5	PE019IU	Ho Chi Minh's Thoughts	Tư tưởng Hồ Chí Minh	2	
6	PE021IU	General Law	Pháp luật đại cương	3	
7	BA118IU	Introduction to Psychology	Nhập môn tâm lý học	3	Chọn 1 trong 4 môn
8	BA197IU	Introduction to Sociology	Nhập môn xã hội học	3	
9	PE007IU	World Economic Geography	Địa lý kinh tế thế giới	3	
10	PE010IU	Vietnamese History and Culture	Lịch sử văn hoá Việt Nam	3	
<b>Khối kiến thức Ngoại ngữ</b>					

11	EN008IU	Listening AE1	Tiếng Anh chuyên ngành 1 (kỹ năng nghe)	2	
12	EN007IU	Writing AE1	Tiếng Anh chuyên ngành 1 (kỹ năng viết)	2	
13	EN012IU	Speaking AE2	Tiếng Anh chuyên ngành 2 (kỹ năng nói)	2	
14	EN011IU	Writing AE2	Tiếng Anh chuyên ngành 2 (kỹ năng viết)	2	
<b>Giáo dục chung khác</b>					
15	PE008IU	Critical Thinking	Tư duy phản biện	3	
16	BA003IU	Principles of Marketing	Nguyên lý Marketing	3	
17	BA005IU	Financial Accounting	Kế toán tài chính	3	
18	BA016IU	Fundamentals of Financial Management	Nguyên lý Quản trị Tài chính	3	
19	BA080IU	Statistics for Business	Thống kê ứng dụng trong kinh doanh	3	
20	BA081IU	Business Law	Luật kinh doanh	3	
21	BA117IU	Introduction to Microeconomics	Kinh tế vi mô 1	3	
22	BA119IU	Introduction to Macroeconomics	Kinh tế vĩ mô 1	3	
23	BA120IU	Business Computing Skills	Tin học quản lý	3	
24	BA256IU	Workshop 1	Workshop 1	3	
25	PT001IU	Physical Training 1	Giáo dục thể chất 1	3	
26	PT002IU	Physical Training 2	Giáo dục thể chất 2	3	
<b>Tổng cộng</b>				<b>61</b>	
25		Military Training			
<b>Khối kiến thức khác ngành</b>					
1	BA123IU	Principles of Management (Cho riêng BA)	Nguyên lý Quản trị	3	
2	BA282IU	Math for Business (Cho riêng EFA)	Toán trong kinh doanh	4	

Bảng 6. Các môn học thuộc Chương trình đào tạo

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Anh	Tiếng Việt		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
<b>I</b>	<b>Kiến thức giáo dục đại cương</b>							
<b>I.1</b>	<b>Lý luận chính trị</b>							
1	PE015IU	Philosophy of Marxism-Leninism	Triết học Mác-Lênin	Bắt buộc	3	3	0	
2	PE016IU	Political Economics of Marxism and Leninism	Kinh tế chính trị Mác-Lênin	Bắt buộc	2	2	0	
3	PE017IU	Scientific Socialism	Chủ nghĩa xã hội khoa học	Bắt buộc	2	2	0	
4	PE018IU	History of Vietnamese Communist Party	Lịch sử Đảng Cộng sản Việt Nam	Bắt buộc	2	2	0	
5	PE019IU	Ho Chi Minh's Thoughts	Tư tưởng Hồ Chí Minh	Bắt buộc	2	2	0	
	<b>Tổng cộng</b>				<b>11</b>	<b>11</b>	<b>0</b>	
<b>I.2</b>	<b>Khoa học xã hội - Nhân văn - Nghệ thuật</b>							
6	PE008IU	Critical Thinking	Tư duy phản biện	Bắt buộc	3	3	0	
7	BA117IU	Introduction to Microeconomics	Kinh tế vi mô 1	Bắt buộc	3	3	0	
8	BA119IU	Introduction to Macroeconomics	Kinh tế vĩ mô 1	Bắt buộc	3	3	0	
9	PE021IU	General Law	Pháp luật đại cương	Bắt buộc	3	3	0	
	<b>Môn tự chọn Khoa học xã hội (Chọn 1 trong 4 môn)</b>							
10	BA118IU	Introduction to Psychology	Nhập môn tâm lý học	Tự chọn	3	3	0	
11	BA197IU	Introduction to Sociology	Nhập môn xã hội học	Tự chọn	3	3	0	
12	PE007IU	World Economic Geography	Địa lý kinh tế thế giới	Tự chọn	3	3	0	
13	PE010IU	Vietnamese History and Culture	Lịch sử văn hoá Việt Nam	Tự chọn	3	3	0	
	<b>Tổng cộng</b>				<b>15</b>	<b>15</b>	<b>0</b>	
<b>I.3</b>	<b>Toán – Tin học - Khoa học tự nhiên – Công nghệ - Môi trường</b>							
14	BA282IU	Math for Business	Toán trong kinh doanh	Bắt buộc	4	4	0	
15	BA080IU	Statistics for Business	Thống kê ứng dụng trong kinh doanh	Bắt buộc	3	3	0	

16	BA120IU	Business Computing Skills	Tin học quản lý	Bắt buộc	3	3	0	
	<b>Tổng cộng</b>				<b>10</b>	<b>10</b>	<b>0</b>	
<b>I.4</b>	<b>Ngoại ngữ</b>							
17	EN008IU	Writing AE1	Tiếng Anh chuyên ngành 1 (kỹ năng nghe)	Bắt buộc	2	2	0	
18	EN007IU	Listening AE1	Tiếng Anh chuyên ngành 1 (kỹ năng viết)	Bắt buộc	2	2	0	
19	EN012IU	Speaking AE2	Tiếng Anh chuyên ngành 2 (kỹ năng nói)	Bắt buộc	2	2	0	
20	EN011IU	Writing AE2	Tiếng Anh chuyên ngành 2 (kỹ năng viết)	Bắt buộc	2	2	0	
	<b>Tổng cộng</b>				<b>8</b>	<b>8</b>	<b>0</b>	
<b>I.5</b>	<b>Giáo dục thể chất</b>							
21	PT001IU	Physical Training 1	Giáo dục thể chất 1	Bắt buộc	3	0	3	
22	PT002IU	Physical Training 2	Giáo dục thể chất 2	Bắt buộc	3	0	3	
	<b>Tổng cộng</b>				<b>6</b>	<b>0</b>	<b>6</b>	
<b>I.6</b>	<b>Giáo dục quốc phòng</b>							
<b>II</b>	<b>Kiến thức cơ sở ngành</b>							
	<b>Kiến thức bắt buộc</b>							
23	BA003IU	Principles of Marketing	Nguyên lý Marketing	Bắt buộc	3	3	0	
24	BA005IU	Financial Accounting	Kế toán tài chính	Bắt buộc	3	3	0	
25	EFA112IU	Economics of Money, Finance and Banking	Kinh tế tiền tệ, tài chính và ngân hàng	Bắt buộc	3	3	0	
26	BA016IU	Fundamentals of Financial Management	Nguyên lý quản trị tài chính	Bắt buộc	3	3	0	
27	EFA233IU	Ethics and Corporate Governance	Đạo đức kinh doanh và quản trị doanh nghiệp	Bắt buộc	3	3	0	
28	BA081IU	Business Law	Luật kinh doanh	Bắt buộc	3	3	0	
29	BA256IU	Workshop 1	Workshop 1	Bắt buộc	3	3	0	
	<b>Tổng cộng</b>				<b>21</b>	<b>21</b>	<b>0</b>	
<b>III</b>	<b>Kiến thức chuyên ngành</b>							
30	EFA111IU	Statistics for Economics and Finance	Thống kê ứng dụng trong kinh tế và tài chính	Bắt buộc	3	3	0	
31	EFA201IU	Intermediate Microeconomics	Kinh tế vi mô 2	Bắt buộc	4	4	0	

32	EFA202IU	Intermediate Macroeconomics	Kinh tế vĩ mô 2	Bắt buộc	4	4	0	
33	EFA203IU	Introductory Econometrics	Nhập môn kinh tế lượng	Bắt buộc	3	3	0	Lab
34	EFA204IU	Time Series Econometrics	Kinh tế lượng chuỗi thời gian	Bắt buộc	3	3	0	Lab
35	EFA221IU	Fundamentals of Programming for Economics	Cơ sở lập trình với ứng dụng trong kinh tế	Bắt buộc	3	3	0	Lab
36	EFA223IU	Data Visualization in Economics	Trực quan hóa dữ liệu trong phân tích kinh tế	Bắt buộc	3	3	0	Lab
37	EFA224IU	Introduction to Database Management for Economics	Nhập môn quản trị cơ sở dữ liệu với ứng dụng kinh tế	Bắt buộc	3	3	0	Lab
38	EFA225IU	Applications of Data Science in Economics	Ứng dụng khoa học dữ liệu trong kinh tế	Bắt buộc	4	4	0	Lab
39	EFA230IU	Workshop 2 on Economic Issues	Workshop 2 về các vấn đề kinh tế	Bắt buộc	2	2	0	
40	EFA209IU	Research Methods in Economics	Phương pháp nghiên cứu trong kinh tế học	Bắt buộc	3	3	0	
<b>Môn học tự chọn Nhóm kiến thức chuyên ngành (chọn 2 trong các môn học sau đây)</b>								
41	EFA206IU	Environmental Economics	Kinh tế học môi trường	Tự chọn	3	3	0	
42	EFA207IU	Development Economics	Kinh tế học phát triển	Tự chọn	3	3	0	
43	EFA208IU	Labor Economics	Kinh tế học lao động	Tự chọn	3	3	0	
44	BA068IU	International Economics	Kinh tế quốc tế	Tự chọn	3	3	0	
45	EFA205IU	Panel Data Econometrics	Kinh tế lượng số liệu bảng	Tự chọn	3	3	0	Lab
46	EFA212IU	Game Theory and Business Strategy	Lý thuyết trò chơi và ứng dụng	Tự chọn	3	3	0	
<b>Môn học tự chọn Nhóm kiến thức bổ trợ liên/chuyên ngành (chọn 1 trong các môn học sau đây)</b>								
47	MAFE104IU	Linear Algebra	Đại số tuyến tính	Tự chọn	4	4	0	
48	EFA222IU	Introduction to Machine Learning in Economics	Nhập môn học máy trong kinh tế	Tự chọn	3	3	0	Lab
49	EFA214IU	Marketing Analytics	Phân tích dữ liệu Marketing	Tự chọn	3	3	0	Lab
50	BA051IU	International Financial Management	Quản trị tài chính quốc tế	Tự chọn	3	3	0	

51	BA065IU	Business Analysis and Valuation	Phân tích và định giá doanh nghiệp	Tự chọn	3	3	0	
	<b>Tổng cộng</b>				<b>44</b>	<b>44</b>	<b>0</b>	
<b>V</b>	<b>Thực tập, khóa luận/luận văn tốt nghiệp</b>							
52	EFA369IU	Internship	Thực tập	Bắt buộc	3	3	0	
53	EFA456IU	Thesis	Luận văn tốt nghiệp	Bắt buộc	12	12	0	
	<b>Tổng cộng</b>				<b>15</b>	<b>15</b>	<b>0</b>	
	<b>Tổng số (tín chỉ)</b> <i>(Không bao gồm số tín chỉ Giáo dục thể chất)</i>					<b>124</b>	<b>124</b>	<b>0</b>

**10. Dự kiến kế hoạch giảng dạy (phân bổ các môn học theo từng học kỳ)**

**Bảng 7. Dự kiến Kế hoạch giảng dạy theo từng học kỳ (Tham khảo)**

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Anh	Tiếng Việt		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
<b>NĂM 1</b>								
<b>I</b> (tổng tín chỉ: 16) – không tính Giáo dục thể chất	PE015IU	Philosophy of Marxism and Leninism	Triết học Mác-Lênin	Bắt buộc	3	3	0	
	PE016IU	Political Economics of Marxism and Leninism	Kinh tế chính trị Mác- Lênin	Bắt buộc	2	2	0	
	BA117IU	Introduction to Microeconomics	Kinh tế vi mô 1	Bắt buộc	3	3	0	
	BA282IU	Math for Business	Toán trong kinh doanh	Bắt buộc	4	4	0	
	PT001IU	Physical Training 1	Giáo dục thể chất 1	Bắt buộc	3	0	3	
	EN007IU	Writing AE1	Tiếng Anh chuyên ngành 1 (kỹ năng viết)	Bắt buộc	2	2	0	
	EN008IU	Listening AE1	Tiếng Anh chuyên ngành 1 (kỹ năng nghe)	Bắt buộc	2	2	0	
<b>Tổng cộng</b>					<b>19</b>	<b>16</b>	<b>3</b>	
<b>II</b> (tổng tín chỉ: 15) - không tính Giáo dục thể	PE017IU	Scientific Socialism	Chủ nghĩa xã hội khoa học	Bắt buộc	2	2	0	HTL PE015IU: Philosophy of Marxism and Leninism, HT: PE016IU: Political Economics of Marxism and Leninism
	PE008IU	Critical Thinking	Tư duy phản biện	Bắt buộc	3	3	0	

chất	BA119IU	Introduction to Macroeconomics	Kinh tế vĩ mô 1	Bắt buộc	3	3	0	HT: BA117IU, Introduction to Microeconomics	
	BA120IU	Business Computing Skills	Tin học quản lý	Bắt buộc	3	3	0		
	PT002IU	Physical Training 2	Giáo dục thể chất 2	Bắt buộc	3	0	3		
	EN011IU	Writing AE2	Tiếng Anh chuyên ngành 2 (kỹ năng viết)	Bắt buộc	2	2	0		
	EN012IU	Speaking AE2	Tiếng Anh chuyên ngành 2 (kỹ năng nói)	Bắt buộc	2	2	0		
	<b>Tổng cộng</b>					<b>18</b>	<b>15</b>	<b>3</b>	
<b>NĂM 2</b>									
III (tổng tín chỉ: 17, bao gồm 3 tín chỉ tự chọn)	PE018IU	History of Vietnamese Communist Party	Lịch sử Đảng Cộng sản Việt Nam	Bắt buộc	2	2	0		
	BA080IU	Statistics for Business	Thống kê ứng dụng trong kinh doanh	Bắt buộc	3	3	0		
	PE021IU	General Law	Pháp luật đại cương	Bắt buộc	3	3	0		
	EFA112IU	Economics of Money, Finance, and Banking	Kinh tế tiền tệ, tài chính và ngân hàng	Bắt buộc	3	3	0	HT: BA119IU, Introduction to Macroeconomics	
	BA005IU	Financial Accounting	Kế toán tài chính	Bắt buộc	3	3	0		
	<b>Chọn 1 trong 4 môn (3 tín chỉ tự chọn)</b>								
	PE007IU	World Economic Geography	Địa lý kinh tế thế giới	Tự chọn	3	3	0		
	PE010IU	Vietnamese History and Culture	Địa lý kinh tế thế giới	Tự chọn	3	3	0		
	BA118IU	Introduction to Psychology	Nhập môn tâm lý học	Tự chọn	3	3	0		
	BA197IU	Introduction to Sociology	Nhập môn xã hội học	Tự chọn	3	3	0		
<b>Tổng cộng</b>					<b>17</b>	<b>17</b>	<b>0</b>		
IV	PE019IU	Ho Chi Minh's Thoughts	Tư tưởng Hồ Chí Minh	Bắt buộc	2	2	0		

<b>(tổng tín chỉ: 16)</b>	BA016IU	Fundamentals of Financial Management	Nguyên lý quản trị tài chính	Bắt buộc	3	3	0		
	EFA111IU	Statistics for Economics and Finance	Thống kê ứng dụng trong kinh tế và tài chính	Bắt buộc	3	3	0	HT: BA080IU, Statistics for Business	
	EFA201IU	Intermediate Microeconomics	Kinh tế vi mô 2	Bắt buộc	4	4	0	TQ: BA117IU, Introduction to Microeconomics, TQ: BA282IU, Math for Business	
	EFA202IU	Intermediate Macroeconomics	Kinh tế vĩ mô 2	Bắt buộc	4	4	0	TQ: BA119IU, Introduction to Macroeconomics	
	<b>Tổng cộng</b>					<b>16</b>	<b>16</b>	<b>0</b>	
<b>NĂM 3</b>									
<b>V</b> <b>(tổng tín chỉ: 15,</b> bao gồm 3 tín chỉ tự chọn)	BA003IU	Principles of Marketing	Nguyên lý Marketing	Bắt buộc	3	3	0		
	EFA203IU	Introductory Econometrics	Nhập môn kinh tế lượng	Bắt buộc	3	3	0	HT: EFA111IU, Statistics for Economics and Finance	
	EFA221IU	Fundamentals of Programming for Economics	Cơ sở lập trình trong kinh tế	Bắt buộc	3	3	0		
	BA256IU	Workshop 1	Workshop 1	Bắt buộc	3	3	0		
	<b>Chọn 1 trong 6 môn sau đây (3 tín chỉ tự chọn)</b>								
	EFA206IU	Environmental Economics	Kinh tế học môi trường	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.	
	EFA207IU	Development Economics	Kinh tế học phát triển	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics; hoặc	

								TQ: BA119IU, Introduction to Macroeconomics,	
	EFA208IU	Labor Economics	Kinh tế học lao động	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.	
	BA068IU	International Economics	Kinh tế quốc tế	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.	
	EFA205IU	Panel Data Econometrics	Kinh tế lượng số liệu bảng	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.	
	EFA212IU	Game Theory and Business Strategy	Lý thuyết trò chơi và ứng dụng	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.	
	<b>Tổng cộng</b>				<b>15</b>	<b>15</b>	<b>0</b>		
<b>VI</b> <b>(tổng tín</b> <b>chỉ: 15,</b> <b>bao gồm</b> <b>3 tín chỉ</b> <b>tự chọn)</b>	BA081IU	Business Law	Luật kinh doanh	Bắt buộc	3	3	0	TQ: PE021IU, General Law.	
	EFA233IU	Ethics and Corporate Governance	Đạo đức kinh doanh và quản trị doanh nghiệp	Bắt buộc	3	3	0		
	EFA204IU	Time Series Econometrics	Kinh tế lượng chuỗi thời gian	Bắt buộc	3	3	0	HT: EFA203IU, Introductory Econometrics	
	EFA223IU	Data Visualization for Economics	Trực quan hóa dữ liệu trong kinh tế	Bắt buộc	3	3	0	HT: EFA221IU, Fundamentals of Programming for Economics	
	<b>Chọn 1 trong trong 6 môn sau (3 tín chỉ tự chọn)</b>								
	EFA206IU	Environmental Economics	Kinh tế học môi trường		Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.

	EFA207IU	Development Economics	Kinh tế học phát triển	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics; TQ: BA119IU, Introduction to Macroeconomics,
	EFA208IU	Labor Economics	Kinh tế học lao động	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.
	BA068IU	International Economics	Kinh tế quốc tế	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.
	EFA205IU	Panel Data Econometrics	Kinh tế lượng số liệu bảng	Tự chọn	3	3	0	HT: EFA203IU, Introductory Econometrics
	EFA212IU	Game Theory and Business Strategy	Lý thuyết trò chơi và ứng dụng	Tự chọn	3	3	0	TQ: BA117IU, Introduction to Microeconomics.
	<b>Tổng cộng</b>				<b>15</b>	<b>15</b>	<b>0</b>	
<b>Hệ (tổng tín chỉ: 3)</b>	EFA369IU	Internship	Thực tập	Bắt buộc	3	3	0	TQ: EFA203IU, Introductory Economics.
	<b>Tổng cộng</b>				<b>3</b>	<b>3</b>	<b>0</b>	
<b>NĂM 4</b>								
<b>VII (tổng tín chỉ: 15, bao gồm 3 tín chỉ tự chọn)</b>	EFA209IU	Research Methods in Economics	Phương pháp nghiên cứu trong kinh tế học	Bắt buộc	3	3	0	TQ: BA282IU, Math for Business; HT: EFA201IU, Intermediate Microeconomics HT: EFA202IU, Intermediate Macroeconomics;

								TQ: EFA203IU, Introductory Econometrics
EFA224IU	Introduction to Database Management for Economics	Nhập môn quản trị cơ sở dữ liệu trong kinh tế	Bắt buộc	3	3	0		HT: EFA221IU, Fundamentals of Programming for Economics
EFA225IU	Applications of Data Science in Economics	Ứng dụng khoa học dữ liệu trong kinh tế	Bắt buộc	4	4	0		HT: EFA221IU, Fundamentals of Programming for Economics, HT: EFA203IU, Introductory Econometric
EFA230IU	Workshop 2 on Economic Issues	Workshop 2 về các vấn đề kinh tế	Bắt buộc	2	2	0		TQ: EFA201IU, Intermediate Microeconomics; TQ: EFA202IU, Intermediate Macroeconomics; TQ: EFA203IU, Introductory Econometrics
<b>Chọn 1 trong 5 môn sau (3 tín chỉ tự chọn)</b>								
MAFE104IU	Linear Algebra	Đại số tuyến tính	Tự chọn	4	3	0		
EFA214IU	Marketing Analytics	Phân tích dữ liệu Marketing	Tự chọn	3	3	0		TQ: BA117IU, Introduction to Microeconomics.
EFA222IU	Introduction to Machine Learning in Economics	Nhập môn học máy trong kinh tế	Tự chọn	3	3	0		HT: EFA221IU, Fundamentals of Programming for Economics

	BA051IU	International Financial Management	Quản trị tài chính quốc tế	Tự chọn	3	3	0	TQ: BA016IU Fundamentals of Financial Management
	BA065IU	Business Analysis and Valuation	Phân tích và định giá doanh nghiệp	Tự chọn	3	3	0	TQ: BA005IU Financial Accounting, TQ: BA016IU Fundamentals of Financial Management.
	<b>Tổng cộng</b>				<b>15</b>	<b>15</b>	<b>0</b>	
<b>VIII (tổng tín chỉ: 12)</b>	EFA456IU	Thesis	Luận văn tốt nghiệp	Bắt buộc	12	12	0	TQ: EFA209IU Research Methods in Economics, TQ: EFA369IU Internship
	<b>Tổng cộng</b>				<b>12</b>	<b>12</b>	<b>0</b>	
<b>Tổng cộng Chương Trình</b>					<b>124</b>	<b>124</b>	<b>0</b>	

**11. Ma trận các môn học và chuẩn đầu ra (kỹ năng)**

Mức độ đóng góp của các môn học vào chuẩn đầu ra của CTĐT ngành Kinh tế học (Phân tích dữ liệu kinh tế) được trình bày như Bảng 8.





EFA205IU	Panel Data Econometrics	X		X	X	X	X	X	X	X	X
EFA212IU	Game Theory and Business Strategy	X		X	X	X	X	X	X	X	X
MAFE104IU	Linear Algebra	X		X	X						
EFA214IU	Marketing Analytics	X		X	X	X	X	X	X	X	X
EFA214IU	International Financial Management				X	X	X	X			X
EFA222IU	Business Analysis and Valuation				X	X	X	X			X
EFA222IU	Introduction to Machine Learning in Economics	X		X	X		X	X	X	X	X
<b>THỰC TẬP VÀ LUẬN VĂN TỐT NGHIỆP</b>											
EFA231IU	Thực tập	X		X	X	X	X	X	X	X	X
EFA232IU	Luận văn tốt nghiệp	X		X	X	X	X	X		X	X

## **12. Mô tả vắn tắt nội dung và khối lượng các môn học**

### **I. KIẾN THỨC GIÁO DỤC ĐẠI CƯƠNG**

#### **I.1. LÝ LUẬN CHÍNH TRỊ**

##### **1. *Philosophy of Marxism-Leninism (Triết học Mác-Lênin)***

Mã môn học: **PE015IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course provides students with the fundamental principles of Marxism-Leninism, serving as a basic theoretical foundation for understanding subsequent courses such as Ho Chi Minh's Thought and The Revolutionary Line of the Communist Party of Vietnam. It fosters a solid grasp of the Party's ideological underpinnings, thereby cultivating revolutionary faith and ideals. The course also contributes to the gradual development of students' worldview, outlook on life, and a general methodology for engaging with specialized academic disciplines.

##### **2. *Marxist-Leninist Political Economy (Kinh tế chính trị Mác-Lênin)***

Mã môn học: **PE016IU**

Số tín chỉ: 2 (2,0)

Môn học trước: PE015IU – Philosophy of Marxism-Leninism

Mô tả vắn tắt nội dung: This course equips students with fundamental and core knowledge of Marxist-Leninist Political Economy in the context of contemporary economic developments in Vietnam and the wider world. It provides a systematic and scientific foundation that is regularly updated with new knowledge and closely linked to real-world practice. The course emphasizes creativity, essential skills, learner competencies and qualities, interdisciplinary integration, and the elimination of content overlaps. It also promotes streamlined, relevant learning by reducing or removing outdated or overly theoretical material.

##### **3. *Scientific socialism (Chủ nghĩa xã hội khoa học)***

Mã môn học: **PE017IU**

Số tín chỉ: 2 (2,0)

Môn học trước: PE015IU – Philosophy of Marxism-Leninism

Mô tả vắn tắt nội dung: This course provides students with fundamental knowledge of Scientific Socialism, enabling them to creatively apply its core principles in both theoretical and practical contexts to address pressing issues arising from contemporary social life in Vietnam and the modern era.

##### **4. *History of Vietnamese Communist Party (Lịch sử Đảng Cộng sản Việt Nam)***

Mã môn học: **PE018IU**

Số tín chỉ: 2 (2,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The course aims to provide students with a systematic and foundational understanding of the policies and strategic directions of the Communist Party of Vietnam, with particular emphasis on the Party's guidelines developed during the Đổi mới (Renovation) period.

### **5. Ho Chi Minh's Thoughts ( Tư tưởng Hồ Chí Minh )**

Mã môn học: **PE019IU**

Số tín chỉ: 2 (2,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The course consists of seven main chapters. Chapter 1 explores the foundations, formation, and development of Ho Chi Minh's Thought. Chapters 2 through 7 focus on the core principles and key components of Ho Chi Minh's Thought, aligned with the learning objectives of the course.

## **I.2. KHOA HỌC XÃ HỘI – NHÂN VĂN – NGHỆ THUẬT**

### **A. Môn bắt buộc**

#### **6. Critical Thinking ( Tư duy phản biện )**

Mã môn học: **PE008IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course provides students with foundational knowledge of critical thinking. It equips learners with essential skills that are valuable across all fields and professions.

#### **7. Introduction to Microeconomics ( Kinh tế vi mô )**

Mã môn học: **BA117IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The knowledge in this topic enables students not only to understand key concepts such as economics, scarcity of resources, markets, and their components but also to evaluate different types of market structures as well as government interventions in the market. This course also equips students with the necessary skills to assess factors related to the efficiency of the economy. All these concepts and knowledge assist students in planning for a business's short-term and long-term development more effectively by considering the impacts of government policies.

#### **8. Introduction to Macroeconomics ( Kinh tế vĩ mô )**

Mã môn học: **BA119IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course provides students with the knowledge to understand broad economic topics at the national or regional level and to evaluate macroeconomic policies as well as economic changes both nationally and globally. It equips students with the necessary skills to assess the components of the economy as a whole. All these concepts and knowledge help students plan for a business's short-term and long-term development more effectively by considering the impacts of government macroeconomic policies.

### **9. General Law (Pháp Luật Đại Cương)**

Mã môn học: **PE02IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course is designed to provide students with a general understanding of the Vietnamese legal system and the laws that govern major and fundamental issues in civil and administrative matters, as well as relationships between individuals and between individuals and the government. The main branches of law, including constitutional, administrative, civil, criminal, labor, and business law, will be introduced in detail throughout this course.

## **B. Môn tự chọn Khoa học Xã hội**

### **10. Introduction to Psychology (Nhập môn tâm lý học)**

Mã môn học: **BA118IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The course introduces principles and theories, including methodologies and concise analyses of topics across fields such as development, cognition, learning, motivation, emotions, the individual, and social processes.

### **11. Introduction to Sociology (Nhập môn xã hội học)**

Mã môn học: **BA197IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course provides foundational knowledge about the nature of social sciences. It introduces the field of sociology and topics related to management, business, and modern society. The course encourages the development of understanding regarding the language and methodologies of social science research.

### **12. World Economic Geography (Địa lý kinh tế thế giới)**

Mã môn học: **PE007IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course explores various aspects of the world economic geography in the era of globalization. With the rise of global trade, understanding world economic geography is essential for anyone interested in what is happening with the global economy. The course provides fundamental concepts and terminology in economic geography research. The instructor will emphasize changes in global economic geography. Students will examine the spatial organization of economic activities worldwide across different geographical scales (global, regional, sub-regional, local), as well as the relationships between geographical conditions and economic development in various contexts.

### ***13. Vietnamese History and Culture (Lịch sử và văn hoá Việt Nam)***

Mã môn học: **PE010IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course provides students with foundational knowledge of Vietnamese history, tracing its development from prehistoric times to the present. It introduces essential methodological approaches that enable students to critically examine the fundamental transformations in Vietnam's historical trajectory and to explore the diverse components of its civilization and culture. The course also seeks to foster a deeper intellectual understanding of Vietnam's socio-cultural and historical contexts.

## **I.3. TOÁN – TIN HỌC – KHOA HỌC TỰ NHIÊN – CÔNG NGHỆ - MÔI TRƯỜNG**

### ***14. Math for Business (Toán trong Kinh doanh)***

Mã môn học: **BA282IU**

Số tín chỉ: 4 (4,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course provides students with a foundational understanding of essential mathematical techniques and methods applicable to business contexts and managerial decision-making. Specifically, the course introduces fundamental theories and concepts in Calculus, Linear Algebra, and Optimization, with a focus on their applications in management, economics, and finance. Key topics include Mathematical Functions, Vectors and Matrices, Differentiation and Integration, and Linear Programming.

### ***15. Statistics for business (Thống kê ứng dụng trong Kinh doanh)***

Mã môn học: **BA080IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The course introduces students to fundamental concepts and processes in statistics that are applicable to business contexts. The course covers key areas including descriptive statistics, basic probability theory, discrete and continuous probability

distributions, sampling distributions, confidence intervals, statistical hypothesis testing, analysis of variance (ANOVA), and multiple regression techniques.

**16. Business Computing Skills (Tin học quản lý)**

Mã môn học: **BA120IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course equips students with fundamental knowledge of information technology and its applications in meeting the information processing needs of modern businesses. It also aims to develop practical skills in using essential software tools to enhance managerial productivity, including Microsoft PowerPoint, Microsoft Excel, Microsoft Word, and email communication platforms.

**I.4. NGOẠI NGỮ**

**17. Academic English 1-Listening Skills (Tiếng Anh Chuyên ngành 1 - Kỹ năng nghe)**

Mã môn học: **EN008IU**

Số tín chỉ: 2

Điều kiện tiên quyết: Có TOEFL iBT > 61, IELTS > 6.0

Mô tả vắn tắt nội dung: This course is designed to equip students with effective English note-taking skills, enabling them to pursue other courses throughout their academic program with confidence and without difficulty. The course follows a lecture-based format, in which instruction and learning processes are structured around lectures covering a wide range of topics, including business, science, and the humanities.

**18. Academic English 1-Writing Skills (Tiếng anh Chuyên ngành 1 - Kỹ năng viết)**

Mã môn học: **EN007IU**

Số tín chỉ: 2

Điều kiện tiên quyết: Có TOEFL iBT > 61, IELTS > 6.0

Mô tả vắn tắt nội dung: This course provides students with comprehensive guidance and best practices in academic essay writing. It focuses on developing the ability to transform ideas into various academic writing functions, such as process description, cause and effect, comparison and contrast, argumentation, and synthesis essays. Throughout the course, students are required to engage with university-level English texts to enhance their critical reading skills and to respond in a clear, coherent, and academically appropriate manner through writing. While the course emphasizes essential writing skills such as brainstorming, outlining, note-taking, and editing, it also serves as preparatory training for students intending to progress to Academic English 2 (Writing Skills).

**19. Academic English 2 - Speaking Skills (Tiếng Anh Chuyên ngành 2 - Kỹ năng nói)**

Mã môn học: **EN012IU**

Số tín chỉ: 2

Điều kiện tiên quyết: Có TOEFL iBT > 61, IELTS > 6.0

Mô tả vắn tắt nội dung: English presentation skills have become essential for students to achieve success not only in university but also in their future careers. However, delivering presentations in English can often be a challenging task, especially when done in a foreign language. English for Specific Purposes 2 (Speaking Skills) provides students with the knowledge and skills necessary to deliver effective presentations.

To this end, the course covers various aspects of presenting in English, including planning and organizing content, using appropriate language, employing effective visual aids, building confidence, expressing body language, and handling questions and feedback.

### ***20. Academic English 2 - Writing Skills (Tếng anh Chuyên ngành 2 - Kỹ năng viết)***

Mã môn học: **EN011IU**

Số tín chỉ: 2

Điều kiện tiên quyết: EN012IU - Academic English 1

Mô tả vắn tắt nội dung: This course provides fundamental knowledge on writing a research paper, with particular emphasis on the roles of generalization, definition, classification, and the structure of a scientific research article for undergraduate students. The course also equips students with methods for developing and presenting arguments, comparisons, and contrasts. Students are required to complete assigned tasks to maximize communication with instructors through writing, with the aim of becoming competent writers within the specific genre of scientific research papers. Since writing skills are an integral part of the broader reading and writing competencies, where reading serves as input to stimulate writing, this course is designed to familiarize non-native English-speaking students with academic theoretical foundations relevant to their specialized fields. This is achieved by engaging students in critical reading of texts from diverse disciplines, ranging from natural sciences such as biology to social sciences and humanities, including education, linguistics, and psychology.

## **I.5. GIÁO DỤC THỂ CHẤT**

### ***21. Physical Training 1 (Giáo dục thể chất 1)***

Mã môn học: **PE001IU**

Số tín chỉ: 3 (0,3)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course introduces students to fundamental sports such as swimming, basketball, table tennis, badminton, and martial arts. Through the course, students will develop skills in each discipline while enhancing overall physical fitness, with a focus on endurance, flexibility, and coordination. The course emphasizes not only the improvement of individual techniques but also encourages teamwork, perseverance, and discipline.

Additionally, students will learn how to cultivate healthy exercise habits that support long-term health and promote an active lifestyle.

**22. *Physical Training 2 (Giáo dục thể chất 2)***

Mã môn học: **PE001IU**

Số tín chỉ: 3 (0,3)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course introduces students to fundamental sports such as swimming, basketball, table tennis, badminton, and martial arts. Through the course, students will develop skills in each sport while enhancing overall physical fitness, with an emphasis on endurance, flexibility, and coordination. The course not only focuses on improving individual techniques but also fosters teamwork, perseverance, and discipline. Additionally, students will learn to establish healthy exercise habits that support long-term health and promote an active lifestyle.

**I.6. GIÁO DỤC QUỐC PHÒNG  
II. KIẾN THỨC CƠ SỞ NGÀNH**

**KIẾN THỨC BẮT BUỘC**

**23. *Principles of Marketing (Nguyên lý tiếp thị)***

Mã môn học: **BA003IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: Students will start to examine the most basic concepts in marketing – customer needs, wants, and demand in order to understand the marketplace. Next, the main steps in designing a customer-driven marketing strategy are also explored. This course focuses specifically on constructing an integrated marketing program that delivers superior value by using the marketing mix (the four Ps) – product/service design, pricing, distribution, and promotion. Finally, other new contents of modern marketing, such as customer relationship management and partner relationship management, are also briefly mentioned.

**24. *Financial Accounting (Kế toán tài chính)***

Mã môn học: **BA005IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course is designed to provide students with an understanding of the fundamentals, concepts, and applications of financial accounting. The course aims to address basic accounting concepts and generally accepted principles based on accounting theory and practice; the accounting cycle; preparation of financial statements, including the statement of cash flows, income statement, and balance sheet; cash accounting,

accounts receivable, inventory, fixed and intangible assets, current liabilities, deferred payments, and contingent liabilities.

**25. *Economics of Money, Finance and Banking (Kinh tế học tiền tệ, tài chính và ngân hàng)***

Mã môn học: **EFA112IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA119IU - Introduction to Macroeconomics

Mô tả vắn tắt nội dung: This course explores monetary and financial tools, institutions, and markets through the lenses of theory, real-world application, and policy. Key areas of focus include an introduction to financial markets, fundamental financial institutions and intermediaries, the role and creation of money, interest rate dynamics, banking operations and financial institution management, central banking and the Federal Reserve System, implementation of monetary policy, foreign exchange markets, and the global financial system.

**26. *Fundamental of Financial Management (Nguyên lý Quản trị Tài chính)***

Mã môn học: **BA016IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA184IU/BA005IU-Financial Accounting hoặc BA283IU - Financial Accounting 1

Mô tả vắn tắt nội dung: This course introduces financial principles that guide managers in financial management. Its content includes an introduction to financial management, time value of money, techniques of financial instrument pricing such as bonds and stocks, evaluation of projects, the relationship between risk and return, an introduction to the Capital Asset Pricing Model (CAPM) and Portfolio theory, and the theory of cost of capital.

**27. *Ethics and Corporate Governance (Đạo đức và quản trị doanh nghiệp)***

Mã môn học: **EFA233IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The first part of this course deals with ethics, the aim of which is to communicate theoretical and practical insights and developments in the fields of business ethics. The students learn the characteristics of ethical issues in business. They become acquainted with the theoretical basis of business ethics: stakeholder theory, theories of responsibility and normative ethical theory, intercultural ethics, as well as with theories and practices on the implementation of business ethics.

The second part of this course focuses on corporate governance theories and practices. Corporate governance is concerned with the ownership, control, and accountability of corporations. It has become such an important current issue because there is increasing concern about such questions as: in whose interests are companies run; what mechanisms are

in place to ensure that shareholder interests are safeguarded; what is the appropriate basis for setting management pay and are executives too often rewarded for failure; and why, despite the formalization of many procedures and practices for good governance, do things still go wrong leading to corporate collapse in some cases and failure of confidence in corporate management more generally?

**28. Business Law (Luật kinh doanh)**

Mã môn học: **BA081IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: PE021IU - General Law

Mô tả vắn tắt nội dung: Followed by an Introduction to the Vietnamese legal system, this course further provides more specific and practical legal knowledge on regulations applicable for the whole life cycle of a business, i.e., from its establishment, operation, until the dissolution/bankruptcy of a business. Also, students will be introduced to international trade organizations and the main international trade rules that are widely applied and are necessary for Vietnamese businesses while trading with foreign entities in the era of globalization. This subject will further strengthen students' problem-solving and legal analysis skills with improved ability to apply in day-to-day practical situations.

**29. Workshop 1**

Mã môn học: **BA256IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The course provides students with essential soft skills crucial for success in university and professional environments. It features nine presentations delivered by guest speakers with extensive industry experience. These presentations are carefully and systematically designed to help students apply classroom knowledge and engage in group exercises led by the guest speakers.

**III. KIẾN THỨC CHUYÊN NGÀNH**

**MÔN HỌC BẮT BUỘC**

**30. Statistics for Economics and Finance (Thống kê trong Kinh tế và Tài chính)**

Mã môn học: **EFA111IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics

Mô tả vắn tắt nội dung: This course offers a comprehensive introduction to statistics with a focus on applications in economics and finance. It covers fundamentals of probability, sampling, statistical estimation, regression analysis, and hypothesis testing. This also lays the statistical foundation for data analytics' block of knowledge and further studies in the related discipline.

### **31. Intermediate Microeconomics (Kinh tế vi mô 2)**

Mã môn học: *EFA201IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics

Mô tả vắn tắt nội dung: Following the course “Introduction to Microeconomics”, this course is designed at an intermediate level to provide students with a deep understanding of the core concepts as well as essential tools in Microeconomics. A strong focus will be given to the application of formal theories as well as analytical tools to either analyze real-world phenomena or address policy concerns, thus enhancing students’ problem-solving skills. Also, the course equips students with the foundation to further study advanced topics in economics.

### **32. Intermediate Macroeconomics (Kinh tế vĩ mô 2)**

Mã môn học: *EFA202IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA119IU - Introduction to Macroeconomics

Mô tả vắn tắt nội dung: This course, as a more advanced level to the “Introduction to Macroeconomics”, provides an understanding of macroeconomic topics, including key measurements of an economy (GDP, inflation rates, unemployment rates...), economic growth, the consequences of economic fluctuations, and what are the short run and long run determinants of aggregate income, wages rates, exchange rates, inflation rates, interest rates, and unemployment rates. The topics of financial markets, banking, money and monetary policy, business cycles, inflation, and international macroeconomics are also covered.

### **33. Introductory Econometrics (Nhập môn Kinh tế lượng)**

Mã môn học: *EFA203IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: EFA111IU - Statistics for Economics and Finance

Mô tả vắn tắt nội dung: This course introduces students to the fundamental concepts and methods used in analyzing economic data using statistical techniques. The course covers topics, including simple and multiple linear regression, hypothesis testing, model specification, multicollinearity, heteroskedasticity, and autocorrelation. Students will learn how to estimate and interpret economic relationships, assess the reliability of model results, and perform data-driven analysis using popular statistical packages.

### **34. Time Series Econometrics (Kinh tế lượng chuỗi thời gian)**

Mã môn học: *EFA204IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: EFA221IU - Fundamentals of Programming for Economics

Mô tả vắn tắt nội dung: This course focuses on statistical methods and econometrics models used to analyze time-series data in economics. The topics such as stationary and non-stationary processes, autoregressive (AR), moving average (MA), and ARIMA models, unit root testing, cointegration, vector autoregression (VAR), and volatility models such as ARCH and GARCH. Students learn how to model and forecast time series data, hypothesis testing, and interpret empirical results.

**35. *Fundamentals of Programming for Economics (Cơ sở lập trình cho Kinh tế học)***

Mã môn học: **EFA221IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course concentrates on learning the basics of programming languages, which is the foundation for further studies. The course enables students to get familiar with the Python programming language. The course covers all basic Python data structures, control flows, modules, and an introduction to OOP in Python.

**36. *Data Visualization in Economics (Trực quan hóa dữ liệu trong Kinh tế học)***

Mã môn học: **EFA223IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: EFA221IU - Fundamentals of Programming for Economics

Mô tả vắn tắt nội dung: This course introduces students to the key principles, methods, and techniques for effective visual analysis of data. The course begins with the aims and key principles of data visualization. The course continues with various aspects of visualization, including techniques and methods for presenting different data types, and for discussing and analyzing visualizations. Through the course, students will be introduced to many visualization systems and visual tools via hands-on exercises.

**37. *Introduction to Database Management for Economics (Nhập môn Quản trị Cơ sở Dữ liệu cho Kinh tế học)***

Mã môn học: **EFA224IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: EFA221IU - Fundamentals of Programming for Economics

Mô tả vắn tắt nội dung: This course introduces students to the fundamental principles of database management systems (DBMS) with a focus on their applications in economics and data analysis. Students will explore the design and implementation of relational databases, the entity-relationship (E-R) model, data normalization, and structured query language (SQL). Through hands-on practice using real-world economic data, students will gain skills in managing structured data to support empirical research, policy evaluation, and business intelligence in economics.

**38. *Applications of Data Science in Economics (Ứng dụng Khoa học Dữ liệu trong Kinh tế học)***

Mã môn học: **EFA225IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: EFA221IU - Fundamentals of Programming for Economics, EFA203IU - Introductory Econometrics

Mô tả vắn tắt nội dung: This course provides an applied introduction to modern data science techniques and their use in economic analysis. Students will learn how to gather, process, analyze, and visualize economic data, and use statistical and machine learning tools to address policy-relevant and theoretical questions. A core focus of the course is the application of causal inference methods to uncover economic relationships from observational data.

**39. *Workshop 2 on Economic Issues (Lớp Chuyên đề 2 về các vấn đề trong Kinh tế)***

Mã môn học: **EFA230IU**

Số tín chỉ: 2 (2,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: This course is a continuation of Workshop 1 with a special focus on topics related to the economics major. Guest speakers will present ongoing economic issues and share their industrial experience. Students are expected to obtain practical knowledge and improve their career opportunities from guest speakers' insights. At the end of the course, students are required to submit written reports as a course assessment.

**40. *Research Methods in Economics (Phương pháp nghiên cứu ngành kinh tế học)***

Mã môn học: **EFA209IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA282IU - Math for business, EFA203IU - Introductory Econometrics, EFA201IU - Intermediate Microeconomics, EFA202IU - Intermediate Macroeconomics.

Mô tả vắn tắt nội dung: This course guides students through the fundamental steps and processes involved in conducting applied economic research. Key elements include topic selection, conducting a literature review and survey, choosing appropriate research methods and approaches, formulating hypotheses, testing hypotheses through statistical analysis, and summarizing findings. Students will conduct and complete their research projects in stages.

**MÔN HỌC TỰ CHỌN NHÓM KIẾN THỨC CHUYÊN NGÀNH (Chọn 2)**

**41. *Environmental Economics (Kinh tế môi trường)***

Mã môn học: **EFA206IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics

Mô tả vắn tắt nội dung: This course focuses on the economic aspects of environmental issues, examining how economic activities impact the environment and how policy can address environmental challenges. The course covers topics such as the theory of externalities, market failure, and the role of government intervention through taxes, subsidies, and regulation, economics of natural resources, environmental valuation, and climate change. Students will analyze cost-benefit analysis, environmental policy design, and sustainable development strategies.

**42. *Development Economics (Kinh tế phát triển)***

Mã môn học: *EFA207IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics hoặc BA119IU - Introduction to Macroeconomics

Mô tả vắn tắt nội dung: The course deals with essential issues of economic development, including patterns of economic development, measurement of economic growth and development, and theory related to determinants of economic development. The list of related determinants consists of population, education, health, investment and savings, trade, and health.

**43. *Labor Economics (Kinh tế lao động)***

Mã môn học: *EFA208IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics

Mô tả vắn tắt nội dung: This course is an introduction to labor economics with an emphasis on applied microeconomic theory and empirical analysis. Topics to be covered include labor supply and demand, taxes and transfers, minimum wages, immigration, human capital, education production, inequality, discrimination, unions and strikes, and unemployment.

**44. *International Economics (Kinh tế quốc tế)***

Mã môn học: *BA068IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics

Mô tả vắn tắt nội dung: The course provides a structured understanding of major aspects of the global economy—trade, investment, and finance—and explores their interconnections. Economic theories will be applied to analyze international events, issues, and trends. The topics covered will include facts of globalization, absolute and comparative advantage, different explanations on observed trade patterns (Ricardian model, specific-factor model, Heckscher-Ohlin model), exchange rates, and currency.

**45. Panel Data Econometrics (Kinh tế lượng số liệu bảng)**Mã môn học: *EFA205IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: EFA203 - Introductory Econometrics

Mô tả vắn tắt nội dung: This is a course on applied econometrics dealing with 'panel' or 'longitudinal' datasets. We will begin with a review of the standard linear regression model, then apply it to panel data settings involving 'fixed', 'random', and 'mixed' effects. Advanced topics, such as GMM or instrumental variables methods, can be covered depending on the progress of the course. The focus is on practical work using statistical packages.

**46. Game Theory and Business Strategy (Lý thuyết trò chơi và Ứng dụng)**Mã môn học: *EFA212IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics

Mô tả vắn tắt nội dung: This course is an introduction to game theory. It is designed to explore the basic conceptual tools from game theory and identify some real-life business situations where these tools can be useful. Topics covered include normal form and extensive form games, as well as games with perfect, imperfect, and incomplete information.

**MÔN HỌC TỰ CHỌN NHÓM KIẾN THỨC BỔ TRỢ LIÊN/CHUYÊN NGÀNH  
(Chọn 1)****47. Linear Algebra (Đại số tuyến tính)**Mã môn học: *MAFE104IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Không

Mô tả vắn tắt nội dung: The aim of this course is to provide students with the concepts and techniques to solve linear systems of equations, matrices, determinants, vector spaces, linear transformation, eigenvalues and eigenvectors.

**48. Introduction to Machine Learning in Economics (Nhập môn Máy học trong Kinh tế)**Mã môn học: *EFA222IU*

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: EFA221IU - Fundamentals of Programming for Economics

Mô tả vắn tắt nội dung: This course describes main recent machine learning and data analysis methods as well as their application in economic research. The course provides an overview of different concepts, techniques, and algorithms in machine learning and applications in economics such as classification, linear and non-linear regressions and end with more recent topics such as boosting, support vector machines, and neural networks. It will give students the basic knowledge behind these machine learning methods and the ability

to utilize them in an economic setting. Students will be led and mentored to develop and solve an economic problem with machine learning methods introduced during the course.

**49. Marketing Analytics (Phân tích dữ liệu marketing)**

Mã môn học: **EFA214IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA117IU - Introduction to Microeconomics và BA282IU - Math for Business

Mô tả vắn tắt nội dung: This course will provide you with an introduction to marketing analytics. We will study various tools for generating marketing insights from data in such areas as segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis, and text analysis and search analytics.

**50. International Financial Management (Quản trị Tài chính Quốc tế)**

Mã môn học: **BA051IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA016IU - Fundamental of Financial Management

Mô tả vắn tắt nội dung: This course will provide the general framework of international finance; a framework that highlights the fundamentals of international finance theory (e.g., exchange rate determinants, foreign exchange exposure, foreign exchange markets, interest rate parity). The subject is designed to lay the groundwork for students to be an active learner of international finance and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm.

**51. Business Analysis and Valuation (Phân tích và định giá doanh nghiệp)**

Mã môn học: **BA065IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: BA005IU - Financial Accounting, BA016IU - Fundamental of Financial Management/ BA054IU – Corporate Finance

Mô tả vắn tắt nội dung: Business Analysis and Valuation (BA065IU) is designed to help students interpret financial statements and value firms. The course emphasizes practical applications. Consequently, the majority of the course will be spent analyzing and discussing financial statements in real decision contexts. This is supplemented by lecture and discussion of material from the text and articles from the financial press. Much of the analysis is general, but the course focuses on publicly traded corporations subject to the Security Commission regulations. The first half of the course focuses on developing the four basic steps in the fundamental analysis framework: business analysis, accounting analysis, financial analysis, and prospective analysis. These tools are then used to conduct comprehensive business analyses of firms from a variety of different perspectives, such as equity security valuation, and M&A analysis etc.

## V. CÁC MÔN THỰC TẬP VÀ LUẬN VĂN TỐT NGHIỆP

### 52. *Internship (Thực tập)*

Mã môn học: **EFA369IU**

Số tín chỉ: 3 (3,0)

Điều kiện tiên quyết: Introductory Econometrics - EFA203IU

Mô tả vắn tắt nội dung: This is a compulsory internship in which students must gain practical working experience at a company. The minimum internship period is 32 full working days, which is roughly equivalent to about two months of a full-time job or four months of part-time job. For assessment, students must submit a written report that covers all aspects of the internship, including a personal reflection and insights from working experience.

### 53. *Thesis (Luận văn tốt nghiệp)*

Mã môn học: **EFA456IU**

Số tín chỉ: 12 (12,0)

Điều kiện tiên quyết: EFA209IU - Research Method in Economics, EFA369IU - Internship

Mô tả vắn tắt nội dung: This course is an independent study course for students undertaking the research and writing of a graduation thesis. A thesis requires students to synthesize knowledge and skills acquired over the course of the degree's education. Students need to complete two rounds of defenses. Thesis must be designed and completed under the supervision of a faculty and graded by additional faculty members.

**TRƯỜNG KHOA**

**Trịnh Quốc Đạt**

**KT. HIỆU TRƯỞNG**  
**PHÓ HIỆU TRƯỞNG**

**Đinh Đức Anh Vũ**



**Phụ lục 1**  
**NỘI DUNG ĐIỀU CHỈNH**  
**CHƯƠNG TRÌNH ĐÀO TẠO NGÀNH KINH TẾ KHÓA 2025 SO VỚI KHÓA 2024**  
(Kèm theo Quyết định số 1057/QĐ-ĐHQG-T ngày 04 tháng 9 năm 2025  
của Hiệu trưởng Trường Đại học Quốc tế)

**1. Thông tin chung:**

Giảm số tổng tín chỉ của Chương trình đào tạo từ 130 về 124.

**2. Các môn học loại bỏ khỏi chương trình đào tạo:**

Tên	Mã	Số TC	Ghi chú
Experimental Economics	EFA210IU	3	Bỏ khỏi môn tự chọn
Behavioral Economics	EFA211IU	3	
Financial Economics	EFA213IU	3	
Introduction to Business Administration	BA115IU	3	
Organizational Behavior	BA130IU	3	
Business Ethics	BA020IU	3	Bỏ khỏi danh sách môn học bắt buộc và được thay thế bằng môn Ethics and Corporate Governance (EFA233IU)
Corporate Governance	BA213IU	3	

**3. Các môn học bổ sung vào chương trình đào tạo:**

Tên	Mã	Số TC	Ghi chú
Statistics for Economics and Finance	EFA111IU	3	Thêm vào danh sách môn học bắt buộc
Economics of Money, Finance, and Banking	EFA112IU	3	
Applications of Data Science in Economics	EFA225IU	4	
Ethics and Corporate Governance	EFA233IU	3	
Linear Algebra	MAFE104IU	4	Thêm vào danh sách môn học tự chọn
Business Analysis and Valuation	BA065IU	3	

**4. Các môn học đổi từ bắt buộc thành tự chọn:**

Tên	Mã	Số TC	Ghi chú
Environmental Economics	EFA206IU	3	Chuyển từ bắt buộc thành tự chọn

Development Economics	EFA207IU	3	Chuyển từ bắt buộc thành tự chọn
Labor Economics	EFA208IU	3	Chuyển từ bắt buộc thành tự chọn
International Economics	BA068IU	3	Chuyển từ bắt buộc thành tự chọn
Machine Learning Platforms with Economic Applications	EFA222IU	3	Chuyển từ bắt buộc thành tự chọn

### 5. Đổi tên môn

Tên cũ	Tên mới	Mã
Fundamentals of Programming with Economic Applications	Fundamentals of Programming for Economics	EFA221IU
Data Science and Visualization with Economic Applications	Data Visualization in Economics	EFA223IU
Principles of Database Management with Economic Applications	Introduction to Database Management in Economics	EFA224IU
Machine Learning Platforms with Economic Applications	Introduction to Machine Learning in Economics	EFA222IU
Introduction to Macro Economics	Introduction to Macroeconomics	BA119IU
Introduction to Micro Economics	Introduction to Microeconomics	BA117IU
Ghi chú: tất cả các môn học này 3 tín chỉ		

### 6. Thay đổi số tín chỉ:

Tăng khối lượng tín chỉ của các môn Intermediate Microeconomics (EFA201IU) và Intermediate Macroeconomics (EFA202IU) từ 3 tín chỉ lên 4 tín chỉ.

### 7. Hướng xử lý cho các sinh viên khóa cũ khi chưa học các môn học bị loại bỏ khỏi chương trình đào tạo

Đối với các môn học tự chọn được bỏ, đây là các môn do các bộ môn và khoa khác giảng dạy, hoặc chưa giảng dạy. Do đó, không ảnh hưởng đến sinh viên khóa cũ.

Đối với các môn học chuyển từ bắt buộc thành tự chọn, các môn này dự tính vẫn đủ lớp mở thành các lớp tự chọn cho K2025. Từ đó, sinh viên khóa cũ K2023 và K2024 có thể học chung.

Đối với môn BA020IU và BA213IU, hai môn này được khoa Quản trị Kinh doanh mở bình thường, nên không ảnh hưởng đến sinh viên K2023 và K2024.

Đối với các môn học thay đổi tên, đây là các môn chưa đưa vào vận hành, nên sẽ không ảnh hưởng đến việc lựa chọn môn học của sinh viên.



**Phụ lục 2**  
**MỨC ĐỘ ĐÁP ỨNG**

**KHUNG NĂNG LỰC SỐ CỦA CHƯƠNG TRÌNH ĐÀO TẠO**

*(Kèm theo Quyết định số 1057/QĐ-ĐHQG ngày 04 tháng 9 năm 2025 của Hiệu trưởng Trường Đại học Quốc tế)*

\* Đáp ứng Thông tư 02/2025/TT-BGDĐT ngày 24/01/2025 của Bộ Giáo dục và Đào tạo Quy định về Khung năng lực số cho người học.

**I. Mức độ đáp ứng khung năng lực số của chương trình đào tạo**

**1. Miền năng lực 1: Khai thác dữ liệu và thông tin**

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần (NLTP)		
			NLTP 1.1	NLTP 1.2	NLTP 1.3
1	BA120IU	Tin học Quản lý (Business Computing Skills)	6	6	6
2	BA278IU	Hệ thống thông tin kế toán (Accounting Control System)	6	6	6
3	BA284IU	Kế toán tài chính trung cấp (Intermediate Financial Accounting)	6	6	6

**2. Miền năng lực 2: Giao tiếp và hợp tác trong môi trường số**

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

ST T	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần					
			NLTP 2.1	NLTP 2.2	NLTP 2.3	NLTP 2.4	NLTP 2.5	NLTP 2.6
1	BA120IU	Tin học Quản lý (Business Computing Skills)	6	6	6	6	6	6
2	BA278IU	Hệ thống thông tin kế toán (Accounting Control System)	6					
3	BA284IU	Kế toán tài chính trung cấp (Intermediate Financial Accounting)	6					

### 3. Miền năng lực 3: Sáng tạo nội dung số

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 3.1	NLTP 3.2	NLTP 3.3	NLTP 3.4
1	BA120IU	Tin học Quản lý (Business Computing Skills)	6	6		
2	BA278IU	Hệ thống thông tin kế toán (Accounting Control System)	6			
3	BA284IU	Kế toán tài chính trung cấp (Intermediate Financial Accounting)	1			

### 4. Miền năng lực 4: An toàn

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 4.1	NLTP 4.2	NLTP 4.3	NLTP 4.4
1	BA120IU	Tin học Quản lý (Business Computing Skills)	6	6	6	6
2	BA278IU	Hệ thống thông tin kế toán (Accounting Control System)	6			
3	BA284IU	Kế toán tài chính trung cấp (Intermediate Financial Accounting)	1			

### 5. Miền năng lực 5: Giải quyết vấn đề

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 5.1	NLTP 5.2	NLTP 5.3	NLTP 5.4
1	BA120IU	Tin học Quản lý (Business Computing Skills)	6	6	6	6
2	BA278IU	Hệ thống thông tin kế toán (Accounting Control System)	6			
3	BA284IU	Kế toán tài chính trung cấp (Intermediate Financial Accounting)	6			

## 6. Miền năng lực 6: Ứng dụng trí tuệ nhân tạo

\* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần		
			NLTP 6.1	NLTP 6.2	NLTP 6.3
1	BA120IU	Tin học Quản lý (Business Computing Skills)	6	6	6
2	BA278IU	Hệ thống thông tin kế toán (Accounting Control System)	6		
3	BA284IU	Kế toán tài chính trung cấp (Intermediate Financial Accounting)	6		

## II. Phương pháp đánh giá chuẩn đầu ra khung năng lực số

Miền năng lực	Năng lực thành phần (NLTP)	Môn học (Mã môn- Tên môn)	Hình thức đánh giá
1. Khai thác dữ liệu và thông tin	NLTP 1.1	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 1.2	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 1.3	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class

2. Giao tiếp và hợp tác trong môi trường số	NLTP 2.1	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 2.2	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 2.3	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 2.4	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 2.5	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 2.6	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class

		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
3. Sáng tạo nội dung số	NLTP 3.1	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 3.2	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 3.3	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 3.4	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
4. An toàn	NLTP 4.1	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 4.2	Tin học Quản lý (Business Computing Skills)	in-class

		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 4.3	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 4.4	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	5. giải quyết vấn đề	NLTP 5.1	Tin học Quản lý (Business Computing Skills)
Hệ thống thông tin kế toán (Accounting Control System)			in-class
Kế toán tài chính trung cấp (Intermediate Financial Accounting)			in-class
NLTP 5.2		Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
NLTP 5.3		Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class

6. Ứng dụng trí tuệ nhân tạo	NLTP 5.4	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 6.1	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
	NLTP 6.2	Tin học Quản lý (Business Computing Skills)	in-class
		Hệ thống thông tin kế toán (Accounting Control System)	in-class
		Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class
NLTP 6.3	Tin học Quản lý (Business Computing Skills)	in-class	
	Hệ thống thông tin kế toán (Accounting Control System)	in-class	
	Kế toán tài chính trung cấp (Intermediate Financial Accounting)	in-class	

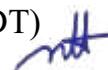
ĐẠI HỌC QUỐC GIA  
THÀNH PHỐ HỒ CHÍ MINH  
TRƯỜNG ĐẠI HỌC QUỐC TẾ

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập – Tự do – Hạnh phúc

**Phụ lục 3**  
**ĐỀ CƯƠNG CHI TIẾT CÁC MÔN HỌC**

*(Kèm theo Quyết định số 1057/QĐ-ĐHQT ngày 04 tháng 9 năm 2025  
của Hiệu trưởng Trường Đại học Quốc tế)*

(Đề cương môn học được sắp xếp theo thứ tự Bảng 6- Các môn học thuộc CTĐT)



**ĐẠI HỌC QUỐC GIA THÀNH PHỐ HỒ CHÍ MINH**  
**KHOA CHÍNH TRỊ - HÀNH CHÍNH**

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**ĐỀ CƯƠNG CHI TIẾT MÔN HỌC**  
**(Dành cho trường Đại học Quốc Tế)**

**1. Thông tin tổng quát**

- Tên môn học:

+ Tiếng Việt

+ Tiếng Anh

- Mã số môn học: PE015IU

- Thuộc khối kiến thức/kỹ năng:

Kiến thức cơ bản/giáo dục đại cương

Kiến thức chuyên ngành

Môn học chuyên về kỹ năng chung

- Số tín chỉ:

+ Lý thuyết

+ Thực hành (thuyết trình)

- Môn học tiên quyết: Không

- Môn học trước: Không

- Môn học song hành: Không

**Triết học Mác-Lênin**

Philosophy of Marxism – Leninism

Kiến thức cơ sở ngành

Kiến thức khác

Môn học đồ án/luận văn tốt nghiệp

03

30 (trên lớp)

15 (trên lớp)

90 (về nhà)

**2. Mô tả môn học**

(vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)

Môn học thuộc phần kiến thức giáo dục đại cương thuộc mảng lý luận chính trị, trang bị cho sinh viên những kiến thức cơ bản về triết học Mác-Lênin. Môn học nghiên cứu những quy luật vận động, phát triển chung nhất của tự nhiên, xã hội, tư duy; gồm 3 chương: Triết học và vai trò của triết học trong đời sống xã hội, chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.

**3. Tài liệu học tập**

(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)

**Giáo trình:**

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Triết học Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị), Nxb. Chính trị quốc gia, Hà Nội.

[2] Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

[3] Hội đồng Trung ương (2008), *Giáo trình Triết học Mác-Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

**Tài liệu khác:**

[1] Triết học Mác-Lênin (Bộ câu hỏi hướng dẫn ôn thi môn triết học), Nxb Sự thật, Hà Nội, 1980

[2] Triết học Mác-Lênin, tập 1 và 2, Nxb Sách giáo khoa Mác - Lênin, Hà Nội, 1995



**Phần mềm:****4. Mục tiêu môn học**

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)	TĐNL tương ứng CTĐT (4)
G1	<b>4.1 Về kiến thức</b> Sinh viên <b>hiểu</b> được vai trò của triết học Mác - Lênin trong đời sống xã hội và những nội dung cơ bản về: Chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.		
G2	<b>4.2. Về kỹ năng</b> Sinh viên <b>vận dụng, phân tích</b> được những tri thức cơ bản của triết học Mác - Lênin về chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử vào việc nhận thức, lý giải các hiện tượng, quy luật trong đời sống xã hội Việt Nam và thế giới.		
G3	<b>4.3. Về thái độ/năng lực tự chủ và trách nhiệm</b> Sinh viên <b>đánh giá</b> được giá trị, tính khoa học cách mạng và nhân văn của triết học Mác - Lênin đối với thực tiễn Việt Nam và nhân loại		

(1): Ký hiệu mục tiêu của môn học.

(2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

**5. Chuẩn đầu ra môn học**

(các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Sinh viên hiểu những tri thức cơ bản về triết học nói chung, những điều kiện ra đời của triết học Mác – Lênin. Đồng thời giúp sinh viên phân tích, đánh giá được thực chất cuộc cách mạng trong triết học do C.Mác và Ph.Ăngghen thực hiện và các giai đoạn hình thành, phát triển triết học Mác – Lênin; Vai trò của triết học Mác trong đời sống xã hội và trong thời đại ngày nay.	I, T
G1.2	Sinh viên hiểu được quan điểm của chủ nghĩa duy vật biện chứng về vật chất, các hình thức, phương thức tồn tại của vật chất; nguồn gốc, bản chất của ý thức; mối quan hệ biện chứng giữa vật chất và ý thức.	I.T. U

	Sinh viên hiểu được những nội dung cơ bản của phép biện chứng duy vật; ý nghĩa phương pháp luận trong nhận thức và thực tiễn. Sinh viên hiểu những kiến thức cơ bản về lý luận nhận thức của chủ nghĩa duy vật biện chứng; ý nghĩa phương pháp luận.	
G1.3	Sinh viên hiểu những kiến thức về học thuyết hình thái kinh tế - xã hội; vận dụng ý nghĩa phương pháp luận vào thực tiễn của Việt Nam. Giúp sinh viên hiểu được những quan điểm cơ bản của triết học Mác – Lênin về giai cấp; về nhà nước và cách mạng xã hội; về dân tộc, quan hệ giai cấp - dân tộc – nhân loại; ý nghĩa phương pháp luận trong nhận thức những vấn đề cơ bản của cách mạng Việt Nam. Sinh viên hiểu những quan điểm cơ bản của triết học Mác – Lênin về con người, về ý thức xã hội, sự vận dụng vào cách mạng Việt Nam.	I, T, U
G2.1	Sinh viên phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống.	U
G2.2	Sinh viên vận dụng trình bày, thuyết minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.	U
G2.3	Sinh viên vận dụng trong giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U
G3.1	Sinh viên phân tích, đánh giá được những nền tảng khoa học và cách mạng của chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.	U
G3.2	Sinh viên vận dụng lập trường mácxít nhằm đấu tranh chống lại các quan điểm sai trái, xuyên tạc triết học Mác – Lênin.	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

## 6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-	30%

		G3.2	
A2. Đánh giá giữa kỳ	Hình thức tự luận hoặc trắc nghiệm (A2.1)	G1.1 G2.1- G2.2, G3.1- G3.2	20%
A3. Đánh giá cuối kỳ	- Hình thức tự luận, sinh viên được sử dụng tài liệu giấy, không sử dụng thiết bị nối mạng khi làm bài thi: 75 phút (A3.1) - Điểm thưởng (tối đa 20% của điểm cuối kỳ)	G1.2- G1.3, G2.1- G2.2, G3.1- G3.2	50%

(1): các thành phần đánh giá của môn học.

(2): các bài đánh giá

(3): các CDR được đánh giá.

(4): tiêu chí đánh giá.

(5): chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

### 7. Kế hoạch giảng dạy chi tiết

(các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

#### Lý thuyết

1	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/3 tiết	<b>Giới thiệu về môn học</b> <b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ</b> <b>CỦA TRIẾT HỌC TRONG</b> <b>ĐỜI SỐNG XÃ HỘI</b> I. triết học và vấn đề cơ bản của triết học 1. Khái lược về triết học - Nguồn gốc ra đời của triết học 1. Khái lược về triết học	G1.1	<b>Hoạt động dạy:</b> - Giới thiệu đề cương môn học - Giới thiệu nội dung đề tài thuyết trình nhóm) - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu - Đọc trước mục I, II của chương 1	A1.1, A1.2, A2.1, A3.1
2/3 tiết	<b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ</b> <b>CỦA TRIẾT HỌC TRONG</b> <b>ĐỜI SỐNG XÃ HỘI</b>	G1.1 G2.2 G2.3	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b>	A1.1, A1.2, A2.1, A3.1

	I. Triết học và vấn đề cơ bản của triết học (tt) 1. Khái lược về triết học - Khái niệm triết học 2. <i>Vấn đề cơ bản của triết học</i>		- Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I, mục 3, chương 1.	
3/3 tiết	<b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo)</b> I. Triết học và vấn đề cơ bản của triết học (tt) 3. <i>Biện chứng và siêu hình</i>	G1.1 G2.2 G2.3	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần II chương 1.	A1.1, A1.2, A2.1, A3.1
4/3 tiết	<b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo)</b> II. Triết học Mác - Lênin và vai trò của triết học Mác - Lênin trong đời sống xã hội 1. <i>Sự ra đời và phát triển của triết học Mác - Lênin</i> - <i>Giới thiệu nội dung mục 2.3</i>	G1.1 G2.2 G2.3	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I chương 1.	A1.1, A1.2, A2.1, A3.1
5/3 tiết	<b>Chương 2</b> <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG</b> I. Vật chất và ý thức 1. <i>Vật chất và các hình thức tồn tại của vật chất</i> 2. <i>Nguồn gốc, bản chất và kết cấu của ý thức</i>	G1.2 G2.1 G2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 3 phần I chương 2.	A1.1, A1.2, A2.1, A3.1
6/3 tiết	<b>Chương 2</b> <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG</b> I. Vật chất và ý thức 3. <i>Mối quan hệ giữa vật chất và ý thức</i> II. Phép biện chứng duy vật 1. <i>Hai loại hình biện chứng và phép biện chứng duy vật</i>	G1.2 G2.1 G2.2 G3.1 G3.2 G1.3	- Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 1,2 phần II chương 2.	A1.1, A1.2, A2.1, A3.1
7/3 tiết	<b>Chương 2</b> <b>CHỦ NGHĨA DUY VẬT BIỆN</b>	G1.3 G2.1	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết	A1.1, A1.2,

	<p><b>CHỨNG (tiếp theo)</b>  <b>II. Phép biện chứng duy vật</b>  <b>2. Nội dung của phép biện chứng duy vật</b>  <i>a. Hai nguyên lý.</i>  - Nguyên lý về mối liên hệ phổ biến  - Nguyên lý về sự phát triển  - <b>Kiểm tra giữa kỳ</b></p>	G.2.2 G3.1 G3.2	giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A3.1
8/3 tiết	<p>Chương 2  <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo)</b>  <b>II. Phép biện chứng duy vật</b>  <b>2. Nội dung của phép biện chứng duy vật</b>  <i>c. Các cặp phạm trù của PBCDV</i>  - Phạm trù cái riêng – cái chung  - Phạm trù nguyên</p>	G1.3 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A1.1, A1.2, A3.1
9/3 tiết	<p>Chương 2  <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo)</b>  <b>II. Phép biện chứng duy vật</b>  <b>2. Nội dung của phép biện chứng duy vật</b>  <i>c. Ba quy luật:</i>  - Quy luật Lượng – Chất.  - Quy luật thống nhất và đấu tranh của các mặt đối lập</p>	G1.3 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần III chương 2.	A1.1, A1.2, A3.1
10/3 tiết	<p>Chương 2  <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo)</b>  <b>III. Lý luận nhận thức</b>  <b>1. Các nguyên tắc của lý luận nhận thức duy vật biện chứng</b>  <b>2. Nguồn gốc, bản chất của nhận thức</b>  <b>3. Thực tiễn và vai trò của thực tiễn đối với nhận thức</b>  - Giới thiệu mục 4.5</p>	G1.3 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần I chương 3.	A1.1, A1.2, A3.1
11/3 tiết	<p>Chương 3  <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ</b>  <b>I. Học thuyết hình thái kinh tế - xã hội</b>  <b>1. Sản xuất vật chất là cơ sở của sự tồn tại và phát triển xã hội</b></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<b>Hoạt động dạy:</b> - Trình chiếu, thuyết giảng <b>Hoạt động học:</b> - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.	A1.1, A1.2, A3.1

	2. <i>Biện chứng giữa lực lượng sản xuất và quan hệ sản xuất</i>		- Đọc trước mục 3.4 phần I chương 3.	
12/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ</b></p> <p>I. Học thuyết hình thái kinh tế - xã hội</p> <p>3. <i>Biện chứng giữa cơ sở hạ tầng và kiến trúc thượng tầng của xã hội</i></p> <p>4. <i>Sự phát triển các hình thái kinh tế - xã hội là một quá trình lịch sử - tự nhiên</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.</p> <p>- Đọc trước phần II và phần III chương 3.</p>	A1.1, A1.2, A1.3, A3.1
13/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo)</b></p> <p><b>-Giới thiệu các khái niệm</b></p> <p>II. Giai cấp và dân tộc</p> <p>1. <i>Vấn đề giai cấp và đấu tranh giai cấp</i></p> <p>2. <i>Dân tộc</i></p> <p>3. <i>Mối quan hệ giai cấp - dân tộc - nhân loại</i></p> <p>III. Nhà nước và cách mạng xã hội</p> <p>1. <i>Nhà nước</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.</p> <p>- Đọc trước phần IV chương 3.</p>	A1.1, A1.2, A1.3, A3.1
14/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo)</b></p> <p>IV. Ý thức xã hội</p> <p>1. <i>Khái niệm tồn tại xã hội và các yếu tố cơ bản của tồn tại xã hội</i></p> <p>2. <i>Ý thức xã hội và kết cấu của ý thức xã hội</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.</p> <p>- Đọc trước phần V chương 3.</p>	A1.1, A1.2, A1.3, A3.1
15/3 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo)</b></p> <p>V. Triết học về con người</p> <p>1. <i>Khái niệm con người và bản chất con người</i></p> <p>- <i>Giới thiệu mục 2.3.4</i></p> <p>- <i>Ôn tập thi cuối kỳ</i></p>	G1.4 G2.1 G.2.2 G3.1 G3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng</p> <p>- Ôn tập thi cuối kỳ</p> <p><b>Hoạt động học:</b></p> <p>- Thuyết trình, thảo luận nhóm</p> <p>- Nghe giảng, ôn tập</p>	A1.1, A1.2, A1.3, A3.1

(1): Thông tin về tuần/buổi học.

(2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu

(nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

### Thực hành

Tuần/Buổi học (1)	Nội dung (2)	CĐR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
...	Bài thực hành 1: ...	Gx.x ...	Dạy: ... Học ở lớp: ... Học ở nhà: ...	Ax.x ...

(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành

(3): Liệt kê CĐR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

### 8. Quy định của môn học

(Các quy định của môn học (nếu có), thí dụ: sinh viên không nộp bài tập và các báo cáo đúng hạn, được coi như không nộp bài; sinh viên vắng 2 buổi thực hành trở lên, không được phép dự thi cuối kỳ ...)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm quản lý trên forum là buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi thuyết trình.
- Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định thì sẽ bị điểm 0 chuyên cần.

### 9. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính

- Địa chỉ và email liên hệ: daotao.spas@vnuhcm.edu.vn

KT. Trưởng Bộ môn  
Phó trưởng Bộ môn



TS. Mạch Thị Khánh Trinh

Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. TRƯỞNG KHOA  
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường

## ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

(Dành cho Trường Đại học Quốc tế, ĐHQG-HCM)

### 1. Thông tin tổng quát

- |   |  |
|---|--|
| - Tên môn học:  |  |
| + Tiếng Việt  | <b>Kinh tế chính trị Mác - Lênin</b>                       |
| + Tiếng Anh   | Political economics of Marxism and Leninism                |
| - Mã số môn học:  | PE016IU  |
| - Thuộc khối kiến thức/kỹ năng:   |  |
| <input checked="" type="checkbox"/> Kiến thức cơ bản/giáo dục đại cương | <input type="checkbox"/> Kiến thức cơ sở ngành             |
| <input type="checkbox"/> Kiến thức chuyên ngành                         | <input type="checkbox"/> Kiến thức khác                    |
| <input type="checkbox"/> Môn học chuyên về kỹ năng chung                | <input type="checkbox"/> Môn học đồ án/luận văn tốt nghiệp |
| - Số tín chỉ:   | 02   |
| + Lý thuyết   | 21 (trên lớp)  |
| + Thực hành (thuyết trình)  | 09 (trên lớp)<br>60 (về nhà)                               |
| - Môn học tiên quyết:   |  |
| - Môn học trước:  | Triết học Mác – Lênin                                      |
| - Môn học song hành:  |  |

### 2. Mô tả môn học

Môn học này cung cấp cho sinh viên những phân tích của Các Mác về phương thức sản xuất tư bản chủ nghĩa và chỉ ra giới hạn phát triển của phương thức sản xuất này. V.I.Lênin bổ sung học thuyết kinh tế chính trị của Mác trong tình hình mới – giai đoạn chủ nghĩa tư bản độc quyền thống trị. Dựa vào nội dung cơ bản của kinh tế chính trị Mác – Lênin, sinh viên được tìm hiểu về mô hình kinh tế tổng quát của Việt Nam trong thời kỳ quá độ - Kinh tế thị trường định hướng xã hội chủ nghĩa. Bên cạnh đó, môn học này cũng cung cấp cho sinh viên về tính tất yếu phải công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế trong bối cảnh CMCN lần thứ 4 và toàn cầu hóa diễn ra mạnh mẽ.

### 3. Tài liệu học tập



### 3.1. Giáo trình

- [1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Kinh tế chính trị Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị) Nxb. Chính trị quốc gia, Hà Nội.
- [2] Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

### 3.2. Tài liệu khác

- [3] Các Mác, *Tư bản*, NXB Chính trị quốc gia Sự thật, Hà Nội, 2018
- [4] Klaus Schwab (2018), *Cách mạng công nghiệp lần thứ tư*, NXB Thế giới.
- [5] V.I.Lênin, Toàn tập – tập 27, NXB Chính trị Quốc gia Sự thật, 2005

### 3.3. Phần mềm: N/A

## 4. Mục tiêu môn học

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CĐR của môn học tương ứng CTĐT (3)	TĐNL tương ứng CTĐT (4)
G1	<b>4.1 Về kiến thức</b> Sinh viên hiểu được sự vận động và phát triển của phương thức sản xuất tư bản chủ nghĩa và giới hạn của nó theo phân tích của Mác – Lênin. Sinh viên cũng được hiểu rõ về mô hình kinh tế của Việt Nam thời kỳ quá độ lên chủ nghĩa xã hội đó là kinh tế thị trường định hướng xã hội chủ nghĩa. Ngoài ra, sinh viên cũng hiểu rõ về công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.		3.5
G2	<b>4.2. Về kỹ năng</b> Sinh viên vận dụng những kiến thức đã học có thể nhận định, phân tích và đánh giá các vấn đề kinh tế chính trị trong nước và quốc tế. Vận dụng kiến thức kinh tế chính trị Mác – Lênin để		3.0

	đánh giá chủ nghĩa tư bản đương đại cũng như phân tích, đánh giá được mô hình kinh tế của Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội. Ngoài ra, sinh viên còn vận dụng kiến thức kinh tế chính trị để phân tích quá trình công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.		
G3	<b>4.3. Về thái độ/năng lực tự chủ và trách nhiệm</b> Vận dụng kiến thức kinh tế chính trị Mác – Lênin để có thái độ tích cực trong việc góp phần vào xây dựng và bảo vệ con đường chủ nghĩa xã hội của Việt Nam. Đấu tranh bác bỏ những luận điệu xuyên tạc, chống phá Chủ nghĩa Mác – Lênin và sự lãnh đạo của Đảng Cộng sản Việt Nam.		4.0

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

### 5. Chuẩn đầu ra môn học

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	G1.1.1. Hiểu rõ lịch sử của kinh tế chính trị và kinh tế chính trị Mác – Lênin.	I, T
	G1.1.2 Hiểu rõ về mục tiêu, phương pháp và chức năng của KTCT Mác - Lênin	I.T
G1.2	G1.2.1. Hiểu rõ hai thuộc tính của hàng hóa và cấu trúc của giá trị hàng hóa	I.T.U
	G1.2.2. Hiểu về mặt chất và mặt lượng của giá trị hàng hóa và các nhân tố ảnh hưởng đến mặt lượng giá trị hàng hóa	I, T
	G1.2.3. Hiểu rõ mối quan hệ giữa giá trị hàng hóa và tiền tệ	I, T, U
	G1.2.4. Hiểu về thị trường và các quy luật cơ bản của kinh tế thị trường	I, T, U

G1.3	G1.3.1. Hiểu rõ được công thức chung của tư bản và mâu thuẫn của nó	I, T
	G1.3.2. Hiểu rõ được nguồn gốc của giá trị thặng dư TBCN	I, T
	G1.3.3. Hiểu rõ hàng hóa sức lao động và tính chất đặc biệt của nó	I, T
	G1.3.4. Hiểu được bản chất và các hình thức của tiền công	I, T, U
	G1.3.5. Hiểu được các phương pháp sản xuất giá trị thặng dư TBCN	I, T
	G1.3.6. Hiểu rõ ý nghĩa của tuần hoàn và chu chuyển tư bản	I, T
	G1.3.7. Hiểu được mục đích của tích lũy tư bản	I, T, U
	G1.3.8. Hiểu rõ các hình thức biểu hiện của giá trị thặng dư TBCN là mối quan hệ của chúng	I, T
G1.4	G1.4.1. Hiểu rõ hai giai đoạn phát triển của CNTB	I, T
	G1.4.2. Hiểu được nguyên nhân hình thành CNTB độc quyền	I, T
	G1.4.3. Hiểu được 5 đặc điểm của CNTB độc quyền theo phân tích của V.I. Lênin	I, T
	G1.4.4. Hiểu được những nguyên nhân hình thành và đặc điểm của chủ nghĩa tư bản độc quyền nhà nước.	I, T
G1.5	G1.5.1. Hiểu rõ về mô hình kinh tế thị trường định hướng XHCN và các đặc trưng của nó	I, T
	G1.5.2. Hiểu rõ về vai trò của thể chế kinh tế thị trường định hướng XHCN và tại sao cần phải hoàn thiện nó	I, T
	G1.5.3. Hiểu rõ vai trò của lợi ích kinh tế và các quan hệ lợi ích kinh tế trong nền kinh tế thị trường.	I, T
G1.6	G1.6.1. Hiểu rõ lý do tại sao một quốc gia cần phải tiến hành CNH và các quốc gia CNH thành công tiêu biểu	I, T
	G1.6.2. Hiểu rõ lịch sử và đặc trưng của các cuộc CMCN và mối liên hệ giữa CMCN với CNH	I, T, U
	G1.6.3. Hiểu rõ quá trình CNH, HĐH của Việt Nam	I, T
	G1.6.4. Hiểu được tính tất yếu của Việt Nam phải hội nhập kinh tế quốc tế trong bối cảnh toàn cầu hóa	I, T
	G2.1. Vận dụng phương pháp trừu tượng hóa khoa học để phân tích các vấn đề kinh tế chính trị	U
	G2.2. Vận dụng kiến thức kinh tế chính trị Mác -	

G2	Lênin để đánh giá chủ nghĩa tư bản hiện nay và sự lựa chọn con đường tiến lên CNXH của Việt Nam	U
	G2.3. Vận dụng kiến thức về kinh tế thị trường định hướng XHCN để hiểu rõ con đường đi lên CNXH của Việt Nam từ đó đấu tranh chống lại các thế lực chống phá chủ nghĩa Mác - Lênin	U
	G2.4. Vận dụng kiến thức về CNH, HĐH và hội nhập kinh tế quốc tế để phân tích chiến lược phát triển của Việt Nam trong bối cảnh CMCN 4.0 và toàn cầu hóa diễn ra ngày càng sâu rộng	U
G3	G3.1. Vận dụng kiến thức kinh tế chính trị Mác - Lênin, đóng góp vào công cuộc xây dựng chủ nghĩa xã hội	U
	G3.2. Vận dụng kiến thức kinh tế chính trị Mác – Lênin đấu tranh chống lại các luận điệu xuyên tạc chủ nghĩa Mác – Lênin và con đường đi lên CNXH của Việt Nam	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

## 6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1- G1.6; G2.1 - G2.4; G3.1- G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra tự luận: 60 phút (A2.1)	G1.1, G1.2, G1.3	20%
A3. Đánh giá cuối kỳ	Tự luận sinh viên được sử dụng tài liệu khi làm bài thi: 60 phút (A3.1)	G1.1 - G1.6; G2.1-G2.4	50%

(1): Các thành phần đánh giá của môn học. (2): Các bài đánh giá

(3): Các CDR được đánh giá. (4): Tiêu chí đánh giá. (5): Chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

## 7. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/4 tiết	<p style="text-align: center;"><b>Giới thiệu về môn học</b> <b>Chương 1</b> <b>ĐỐI TƯỢNG, PHƯƠNG PHÁP NGHIÊN CỨU VÀ CHỨC NĂNG CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN</b></p> <p>I. Khái quát về sự hình thành và phát triển của kinh tế chính trị Mác – Lênin.</p> <p>II. Đối tượng, mục đích và phương pháp nghiên cứu của kinh tế chính trị Mác – Lênin</p> <p>III. Chức năng của kinh tế chính trị Mác – Lênin</p> <p style="text-align: center;"><b>Chương 2</b> <b>HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG</b></p> <p>I. Lý luận của C. Mác về sản xuất hàng hóa và hàng hóa</p> <p>1. Sản xuất hàng hóa</p> <p>2. Hàng hóa</p> <p>- <i>Khái niệm và thuộc tính của hàng hóa.</i></p> <p>- <i>Tính hai mặt của lao động sản xuất hàng hóa.</i></p> <p>- <i>Lượng giá trị và các nhân tố ảnh hưởng đến lượng giá trị của hàng hóa.</i></p>	G.1.1 G.1.2	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Giới thiệu về môn học, cơ cấu điểm, cách thức giảng dạy và học tập môn Kinh tế chính trị Mác – Lênin</li> <li>- Giới thiệu nội dung đề tài thuyết trình (nhóm GHW)</li> <li>- Trình chiếu, thuyết giảng chương 1,2 và giải đáp thắc mắc.</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Chia nhóm</li> <li>- Giới thiệu nhóm học tập</li> <li>- Nghe giảng, phát biểu, nêu thắc mắc</li> <li>- Đọc trước chương 2 và chương 3</li> </ul>	A1.1 A1.2 A2.1 A3.1
	<p style="text-align: center;"><b>Chương 2</b> <b>HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG (tiếp theo)</b></p>		<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng, giải đáp thắc</li> </ul>	A1.1 A1.2

2/4 tiết	<p>3. Tiền tệ</p> <p>4. Dịch vụ và quan hệ trao đổi trong trường hợp một số yếu tố khác hàng hóa thông thường ở điều kiện ngày nay</p> <p><b>II. Thị trường và nền kinh tế thị trường.</b></p> <p>1. Khái niệm, phân loại và vai trò của thị trường.</p> <p>2. Nền kinh tế thị trường và một số quy luật chủ yếu của nền kinh tế thị trường</p> <p>- <i>Nền kinh tế thị trường.</i></p> <p>- <i>Một số quy luật kinh tế chủ yếu của nền kinh tế thị trường.</i></p> <p><b>III. Vai trò của một số chủ thể tham gia thị trường.</b></p> <p>1. Người sản xuất</p> <p>2. Người tiêu dùng</p> <p>3. Các chủ thể trung gian trong thị trường.</p> <p>4. Nhà nước.</p>	G.1.2 G.2.1	<p>mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 3.</p>	A1.3 A2.1 A3.1
3/4 tiết	<p style="text-align: center;"><b>Chương 3</b></p> <p style="text-align: center;"><b>GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG</b></p> <p><b>I. Lý luận của Các Mác về giá trị thặng dư</b></p> <p>1. Nguồn gốc của giá trị thặng dư.</p> <p>- <i>Công thức chung của tư bản</i></p> <p>- <i>Hàng hóa sức lao động</i></p> <p>- <i>Sự sản xuất giá trị thặng dư</i></p> <p>- <i>Tư bản bất biến và tư bản khả biến</i></p> <p>- <i>Tiền công</i></p> <p>- <i>Tuần hoàn và chu chuyển tư bản</i></p> <p>2. Bản chất của giá trị thặng dư</p> <p>3. Các phương pháp sản xuất giá trị thặng dư</p>	G.1.3 G.2.2 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p>	A1.1 A1.2 A1.3 A2.1 A3.1

			- Đọc trước chương 4.	
4/4 tiết	<p style="text-align: center;"><b>Chương 3</b> <b>GIÁ TRỊ THẶNG DƯ TRONG</b> <b>NỀN KINH TẾ THỊ TRƯỜNG</b> <b>(tiếp theo)</b></p> <p><b>II. Tích lũy tư bản</b></p> <p>1. Bản chất của tích lũy tư bản. 2. Những nhân tố ảnh hưởng đến quy mô tích lũy. 3. Một số hệ quả của tích lũy tư bản.</p> <p><b>III. Các hình thức biểu hiện của giá trị thặng dư trong nền kinh tế thị trường.</b></p> <p>1. Lợi nhuận 2. Lợi tức. 3. Địa tô TBCN</p>	G.1.3 G.2.2 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 4.</p>	A1.1 A1.2 A1.3 A2.1 A3.1
5/4 tiết	<p style="text-align: center;"><b>Chương 4</b> <b>CẠNH TRANH VÀ ĐỘC QUYỀN TRONG NỀN KINH TẾ THỊ TRƯỜNG (tiếp theo)</b></p> <p>1. Lý luận của V.I. Lê nin về đặc điểm kinh tế của độc quyền (tt).</p> <p>- <i>Xuất khẩu tư bản trở thành phổ biến</i></p> <p>- <i>Cạnh tranh để phân chia thị trường thế giới là tất yếu giữa các tập đoàn độc quyền.</i></p> <p>- <i>Lôi kéo, thúc đẩy các chính phủ vào việc phân định khu vực lãnh thổ ảnh hưởng là cách thức để bảo vệ lợi ích độc quyền.</i></p> <p>2. Lý luận của V.I. Lênin về đặc điểm kinh tế của độc quyền nhà nước trong CNTB</p>	G.1.4 G.2.2 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 5.</p>	A1.1 A1.2 A1.3 A3.1

	<p>- Sự kết hợp nhân sự giữa tổ chức độc quyền và nhà nước.</p> <p>- Sự hình thành, phát triển sở hữu nhà nước.</p> <p>- Độc quyền nhà nước trở thành công cụ để nhà nước điều tiết nền kinh tế.</p> <p><b>III. Biểu hiện mới của độc quyền, độc quyền nhà nước trong điều kiện ngày nay; vai trò lịch sử của CNTB.</b></p> <p>1. Biểu hiện mới của độc quyền</p> <p>2. Biểu hiện mới của độc quyền nhà nước dưới CNTB</p> <p>3. Vai trò lịch sử của CNTB</p>			
6/4 tiết	<p style="text-align: center;"><b>Chương 5</b> <b>KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM</b></p> <p><b>I. Kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam</b></p> <p>1. Khái niệm về kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p>2. Tính tất yếu khách quan của việc phát triển kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p>3. Đặc trưng của kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p><b>II. Hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam</b></p> <p>1. Sự cần thiết phải hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam.</p> <p>2. Nội dung hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở</p>	<p>G.1.5</p> <p>G.2.3</p> <p>G.3.1</p> <p>G.3.2</p>	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</p> <p>- Tổng kết nội dung thuyết trình nhóm</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</p> <p>- Thuyết trình nhóm GHW</p> <p>- Đọc trước chương 6.</p>	<p>A1.1</p> <p>A1.2</p> <p>A1.3</p> <p>A3.1</p>



	Việt Nam. <b>III. Các quan hệ lợi ích kinh tế ở Việt Nam.</b> 1. Lợi ích kinh tế và quan hệ lợi ích kinh tế. <i>- Lợi ích kinh tế</i>			
7/4 tiết	<p style="text-align: center;"><b>Chương 5</b></p> <p style="text-align: center;"><b>KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM (tiếp theo)</b></p> <p>1. Lợi ích kinh tế và quan hệ lợi ích kinh tế (tt). <i>- Quan hệ lợi ích kinh tế.</i></p> <p>2. Vai trò của nhà nước trong đảm bảo hài hòa các quan hệ lợi ích. <i>- Bảo vệ lợi ích hợp pháp, tạo môi trường thuận lợi cho hoạt động tìm kiếm lợi ích của các chủ thể kinh tế.</i> <i>- Điều hòa lợi ích giữa cá nhân – doanh nghiệp – xã hội.</i> <i>- Kiểm soát, ngăn ngừa các quan hệ lợi ích có ảnh hưởng tiêu cực đối với sự phát triển của xã hội.</i></p> <p style="text-align: center;"><b>Chương 6</b></p> <p style="text-align: center;"><b>CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM</b></p> <p><b>I. Công nghiệp hóa, hiện đại hóa của Việt Nam.</b></p> <p>1. Khái quát về cách mạng công nghiệp và công nghiệp hóa. <i>- Khái quát về cách mạng công nghiệp</i> <i>- Công nghiệp hóa và các mô hình công nghiệp hóa trên thế giới</i></p>	G.1.5 G.1.6 G.2.3 G.2.4 G.3.1 G.3.2	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng, giải đáp thắc mắc</li> <li>- Tổng kết nội dung thuyết trình nhóm</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thảo luận, phát biểu, nêu thắc mắc.</li> <li>- Thuyết trình nhóm GHW</li> <li>- Đọc trước chương 6.</li> </ul>	A1.1 A1.2 A1.3 A3.1
	<b>Chương 6</b>		<b>Hoạt động dạy:</b>	

8/2 tiết	<p align="center"><b>CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM (tiếp theo)</b></p> <p>2. Tính tất yếu khách quan và nội dung công nghiệp hóa, hiện đại hóa ở Việt Nam.</p> <p>- <i>Tính tất yếu của công nghiệp hóa, hiện đại hóa ở Việt Nam.</i></p> <p>- <i>Nội dung CNH, HĐH ở Việt Nam</i></p> <p><b>II. Hội nhập kinh tế quốc tế của Việt Nam</b></p> <p>1. Khái niệm và nội dung hội nhập kinh tế quốc tế.</p> <p>2. Tác động của hội nhập kinh tế quốc tế đến quá trình phát triển của Việt Nam</p> <p>3. Phương hướng nâng cao hiệu quả hội nhập kinh tế quốc tế trong phát triển của Việt Nam</p> <p><b>Ôn tập thi cuối kì</b></p>	G.1.6 G.2.4 G.3.1 G.3.2	<p>- Trình chiếu, thuyết giảng, tổng kết nội dung thuyết trình nhóm.</p> <p>- Giải đáp thắc mắc cho sinh viên</p> <p>- Công bố điểm quá trình.</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng</p> <p>- Phát biểu, thảo luận</p> <p>- Nêu thắc mắc về môn học.</p>	A1.1 A1.2 A1.3 A3.1
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(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

### 8. Quy định của môn học

- Quy định về Bài thuyết trình nhóm GHW:

+ Thành lập nhóm: 5 sinh viên/nhóm. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là buổi 1 hoặc trực tiếp nộp cho GV.

+ Tuần 2 (buổi thứ 2) thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.

+ Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế. Có đầy đủ điểm kiểm tra, điểm thi kết thúc học phần & nhiệt tình thảo luận, phát biểu xây dựng bài, nghiêm túc trong giờ học.

**9. Phụ trách môn học**

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- Email liên hệ: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn).

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn**



**Lê Văn Thông**

*TP. Hồ Chí Minh, ngày 01 tháng 10 năm 2023*

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**

**ĐẠI HỌC QUỐC GIA TP. HỒ CHÍ MINH**  
**KHOA CHÍNH TRỊ - HÀNH CHÍNH**

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**ĐỀ CƯƠNG CHI TIẾT MÔN HỌC**  
**(dành cho trường Đại học Quốc Tế)**

**1. Thông tin tổng quát**

- |   |   |
|---|---|
| Tên môn học:  |   |
| Tiếng Việt  | <b>Chủ nghĩa xã hội khoa học</b><br><b>Scientific socialism</b> |
| Tiếng Anh   |   |
| - Mã số môn học:  | PA21GEP03   |
| Thuộc khối kiến thức/kỹ năng:   |   |
| <input checked="" type="checkbox"/> Kiến thức cơ bản/giáo dục đại cương | <input type="checkbox"/> Kiến thức cơ sở ngành                  |
| <input type="checkbox"/> Kiến thức chuyên ngành                         | <input type="checkbox"/> Kiến thức khác                         |
| <input type="checkbox"/> Môn học chuyên về kỹ năng chung                | <input type="checkbox"/> Môn học đồ án/luận văn tốt nghiệp      |
| - Số tín chỉ:   | 2 (30 tiết)   |
| Lý thuyết   | 30 tiết   |
| Thực hành   |   |
| - Môn học tiên quyết:   |   |
| - Môn học trước:  | Triết học Mác – Lênin   |
| - Môn học song hành:  |   |

**2. Mô tả môn học**

*(Vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)*

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị.

Trang bị cho sinh viên những kiến thức cơ bản về chủ nghĩa xã hội khoa học: Đối tượng, phương pháp nghiên cứu, ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học; về sứ mệnh lịch sử của giai cấp công nhân; về chủ nghĩa xã hội và thời kỳ quá độ lên chủ nghĩa xã hội; về dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa; về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội; về vấn đề dân tộc và tôn giáo trong thời kỳ quá độ lên chủ nghĩa xã hội.

Môn học có mối quan hệ trực tiếp tới việc giáo dục lập trường, tư tưởng cho sinh viên, cũng như cung cấp kiến thức chuyên sâu cho sinh viên trong cách nhìn nhận các vấn đề chính trị xã hội.

**3. Tài liệu học tập**

*(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)*

**Giáo trình:**

- Bộ Giáo dục và Đào tạo (2021), *Giáo trình Chủ nghĩa xã hội khoa học*, (dùng cho



khối không chuyên ngành lý luận chính trị) Nxb. Chính trị quốc gia, Hà Nội.

- Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

- Hội đồng Trung ương (2008), *Giáo trình Chủ nghĩa xã hội khoa học*, Nxb. Chính trị quốc gia, Hà Nội.

**Tài liệu khác:**

[1] Tên tác giả (năm xuất bản), *Tên giáo trình*. Nơi xuất bản: Tên nhà xuất bản

**Phần mềm:**

[..] Tên hãng phần mềm (năm phát hành/phiên bản). *Tên phần mềm...*

**4. Mục tiêu môn học**

(Các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	<p><b>Về kiến thức</b></p> <ul style="list-style-type: none"> <li>- Sinh viên hiểu một cách có hệ thống những nội dung cơ bản của học phần chủ nghĩa xã hội khoa học. Cùng các môn lý luận chính trị và các môn học khác giúp sinh viên có nhận thức tổng hợp, toàn diện về chủ nghĩa Mác-Lênin, tư tưởng Hồ Chí Minh và con đường đi lên CNXH ở Việt Nam.</li> <li>- Sinh viên hiểu những tri thức khoa học để luận giải sự ra đời tất yếu của chủ nghĩa xã hội, những nhiệm vụ, giải pháp cần thực hiện trong quá trình xây dựng chủ nghĩa xã hội nói chung và ở Việt Nam nói riêng.</li> <li>- Sinh viên hiểu những căn cứ khoa học để chống lại những nhận thức sai lệch và sự chống phá của các thế lực thù địch.</li> </ul>	
G2	<p><b>Về kỹ năng</b></p> <p>Sinh viên phân tích, đánh giá, giải quyết các vấn đề chính trị xã hội nảy sinh trong thực tiễn. Và vận dụng quan điểm khoa học của chủ nghĩa Mác - Lênin để nhận diện được âm mưu diễn biến hòa bình của các thế lực phản động, thù địch.</p>	
G3	<p><b>Về thái độ/năng lực tự chủ và trách nhiệm</b></p> <p>Sinh viên đánh giá được sự cần thiết của việc học tập các môn lý luận chính trị; có niềm tin vào mục tiêu, lý tưởng xã hội chủ nghĩa và con đường đi lên chủ nghĩa xã hội; tin tưởng vào sự thành công của công cuộc đổi mới do Đảng Cộng sản Việt Nam khởi xướng và lãnh đạo.</p>	

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

A1  
HC  
A1  
g

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

### 5. Chuẩn đầu ra môn học

(Các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (I, T, U) (3)
G1.1	Sinh viên hiểu những kiến thức cơ bản, hệ thống về sự ra đời, các giai đoạn phát triển; đối tượng, phương pháp nghiên cứu và ý nghĩa của việc học tập, nghiên cứu chủ nghĩa xã hội khoa học. Trên cơ sở đó tạo điều kiện để sinh viên nghiên cứu các phạm trù tiếp theo của chủ nghĩa xã hội khoa học.	I, T
G1.2	Sinh viên hiểu những nội dung cơ bản của lý luận về sứ mệnh lịch sử toàn thế giới của giai cấp công nhân, biểu hiện và ý nghĩa của sứ mệnh đó trong bối cảnh hiện nay.	I, T
G1.3	Sinh viên hiểu những kiến thức cơ bản và hệ thống quan điểm của chủ nghĩa Mác - Lênin về hình thái kinh tế - xã hội cộng sản chủ nghĩa, về chủ nghĩa xã hội, thời kỳ quá độ lên chủ nghĩa xã hội và quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa ở Việt Nam.	T, U
G1.4	Sinh viên hiểu đầy đủ và đúng bản chất của nền dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa, quan điểm của Đảng Cộng sản Việt Nam về việc xây dựng và hoàn thiện nền dân chủ và nhà nước xã hội chủ ở Việt Nam hiện nay.	T, U
G1.5	Sinh viên hiểu những kiến thức nền tảng về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội. Giúp sinh viên hiểu rõ vị trí, vai trò của những giai cấp, tầng lớp cơ bản trong quá trình xây dựng đất nước và nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.	T, U
G1.6	Sinh viên hiểu quan điểm cơ bản chủ nghĩa Mác-Lênin về vấn đề dân tộc, tôn giáo. Sinh viên nắm được những nội dung cơ bản của chính sách dân tộc, tôn giáo của Đảng và Nhà nước ta.	T, U
G1.7	Sinh viên hiểu những quan điểm cơ bản của chủ nghĩa Mác - Lênin, tư tưởng Hồ Chí Minh và Đảng Cộng sản Việt Nam về gia đình, xây dựng gia đình trong thời kỳ quá độ lên chủ nghĩa xã hội, xây dựng gia đình ở Việt Nam hiện nay.	T, U
G2.1	Sinh viên phân tích lý luận – thực tiễn về các vấn đề đặt ra trong cuộc sống một cách đúng đắn và nhận diện những biến đổi xã hội ở nước ta	U

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<b>CĐR (1)</b>	<b>Mô tả CĐR (2)</b>	<b>Mức độ giảng dạy (I, T, U) (3)</b>
	trong thời kỳ quá độ lên chủ nghĩa xã hội.	
G2.2	Sinh viên vận dụng những nội dung trong bài học để phân tích, giải thích những vấn đề trong thực tiễn một cách khách quan, có cơ sở khoa học.	U
G2.3	Sinh viên vận dụng kiến thức môn học để làm việc nhóm, quản lý nhóm	U
G3.1	Xây dựng và củng cố niềm tin vào lý tưởng cộng sản chủ nghĩa, vào con đường đi lên chủ nghĩa xã hội, góp phần xây dựng thành công chủ nghĩa xã hội ở Việt Nam.	T, U
G3.2	Có ý thức chính trị - xã hội, thái độ kiên định về lập trường, tư tưởng, có tinh thần đấu tranh bảo vệ lẽ phải, bảo vệ những quan điểm, chủ trương, chính sách đúng đắn của Đảng và Nhà nước; chống lại biểu hiện thờ ơ về chính trị và những quan điểm sai trái, thù địch cũng như những biểu hiện tiêu cực trong đời sống xã hội.	U
G3.3	Có năng lực dạy học, tự nghiên cứu các vấn đề liên quan đến chủ nghĩa Mác- Lênin, tư tưởng Hồ Chí Minh, đường lối, sách lược của Đảng, Nhà nước.	U

(1): Ký hiệu CĐR của môn học

(2): Mô tả CĐR, bao gồm các động từ chủ động, các chủ đề CĐR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

### 6.Đánh giá môn học

(Các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CĐR của môn học)

<b>Thành phần đánh giá (1)</b>	<b>Bài đánh giá (2)</b>	<b>CĐR môn học (3)</b>	<b>Tỷ lệ % (6)</b>
A1. Đánh giá quá trình	A1.1. Chuyên cần A1.2. Thuyết trình nhóm, bài tập lớn, thu hoạch...	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	30%
A2. Đánh giá giữa kỳ (Quiz)	A2.1. Trắc nghiệm (đề đóng) hoặc tự luận (được tham khảo tài liệu) thời gian làm bài 45 phút	G1.1 - G1.3, G2.1 - G2.3, G3.1- G3.3	20%
A3. Đánh giá cuối kỳ (FEX)	A3.1. Thi đề chung. Đề thi bao quát toàn bộ nội dung môn học bằng hình thức tự luận (đề mở). Thời gian 60 phút.	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	50%

(1): các thành phần đánh giá của môn học. (2): các bài đánh giá  
 (3): các CDR được đánh giá. (4): tiêu chí đánh giá. (5): chuẩn đánh giá  
 (6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

#### 6. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CDRMH (4)
1/2 tiết	<p><b>Giới thiệu về môn học</b>  <b>Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC</b>            1. SỰ RA ĐỜI CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC  <i>1.1.. Hoàn cảnh lịch sử sự ra đời của chủ nghĩa xã hội khoa học</i>  <i>1.2. Vai trò của C. Mác và Ăngghen</i></p>	<p><b>Dạy:</b>            - Thông báo quy định giảng dạy, học tập.            - Công bố quy định kiểm tra, đánh giá môn học            - Giới thiệu nội dung môn học            - Giới thiệu nội dung đề tài thuyết trình nhóm, chia nhóm  <b>Học ngoài lớp:</b>            - Đọc trước tài liệu chương 1.  <b>Dạy:</b> thuyết giảng  <b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p>	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3
2/2 tiết	<p><b>Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC</b>            2. CÁC GIAI ĐOẠN PHÁT TRIỂN CƠ BẢN CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC  <i>2.1. C.Mác và Ph.Ăngghen phát triển chủ nghĩa xã hội khoa học</i>  <i>2.2. V.I.Lênin vận dụng và phát triển chủ nghĩa xã hội khoa học trong điều kiện mới</i>  <i>2.3. Sự vận dụng và phát triển sáng tạo chủ nghĩa xã hội khoa học từ sau khi Lênin qua đời đến nay</i>            3. ĐỐI TƯỢNG, PHƯƠNG PHÁP VÀ Ý NGHĨA CỦA VIỆC NGHIÊN CỨU CHỦ NGHĨA XÃ HỘI KHOA HỌC  <i>3.1. Đối tượng nghiên cứu của chủ nghĩa xã hội khoa học</i></p>	<p><b>Dạy:</b> thuyết giảng phần 1; 2.1. Hướng dẫn tự đọc phần còn lại.  <b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.  <b>Học ngoài lớp:</b>            - Phác thảo nội dung thuyết trình nhóm GHW            - Đọc trước tài liệu chương 2.</p>	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3



	<p>3.2. Phương pháp nghiên cứu của chủ nghĩa xã hội khoa học</p> <p>3.3. Ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học</p>		
3/2 tiết	<p><b>Chương 2</b> <b>SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN</b></p> <p><b>1. Quan điểm cơ bản của chủ nghĩa Mác - Lênin về giai cấp công nhân và sứ mệnh lịch sử thế giới của giai cấp công nhân</b></p> <p>1.1. Khái niệm và đặc điểm của giai cấp công nhân</p> <p>1.2. Nội dung và đặc điểm sứ mệnh lịch sử của giai cấp công nhân</p> <p>1.3. Những điều kiện quy định sứ mệnh lịch sử của giai cấp công nhân.</p> <p><b>2. Giai cấp công nhân và việc thực hiện sứ mệnh lịch sử của giai cấp công nhân hiện nay</b></p> <p>2.1. Giai cấp công nhân hiện nay</p> <p>2.2. Thực hiện sứ mệnh lịch sử của giai cấp công nhân trên thế giới hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> - Đọc trước tài liệu mục 3, chương 2</p>	<p>G1.2</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
4/2 tiết	<p><b>Chương 2: SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN (tiếp theo)</b></p> <p><b>3. SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN VIỆT NAM</b></p> <p>3.1. Đặc điểm của giai cấp công nhân Việt Nam</p> <p>3.2. Nội dung sứ mệnh lịch sử của giai cấp công nhân Việt Nam hiện nay</p> <p>3.3. Phương hướng và một số giải pháp chủ yếu để xây dựng giai cấp công nhân Việt Nam hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> - Đọc trước tài liệu chương 3</p>	<p>G1.2</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
5/2 tiết	<p><b>Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p><b>1. CHỦ NGHĨA XÃ HỘI</b></p> <p>1.1. Chủ nghĩa xã hội, giai đoạn đầu của hình thái kinh tế - xã hội công sản chủ</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b></p>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>

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	<p>nghĩa</p> <p>1.2. Điều kiện ra đời chủ nghĩa xã hội</p> <p>Những đặt trưng cơ bản của chủ nghĩa xã hội</p> <p>2. THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Tính tất yếu khách quan của thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2.2. Đặc điểm của thời kỳ quá độ lên chủ nghĩa xã hội</p>	- Đọc trước tài liệu mục 3, chương 3	
6/ 2 tiết	<p><b>Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>(tiếp theo)</p> <p>3. QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM</p> <p>3.1. Quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa</p> <p>3.2. Những đặc trưng cơ bản của chủ nghĩa xã hội và phương hướng xây dựng chủ nghĩa xã hội ở Việt Nam hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> - ôn tập, chuẩn bị kiểm tra giữa kỳ</p>	G1.3 G2.1 G2.2 G3.1 G3.1 G3.3
7/ 2 tiết	<p>-Kiểm tra giữa kỳ</p> <p>-Hướng dẫn tự đọc các nội dung của chương 4.5.6</p>	<p><b>Dạy:</b> Tổ chức kiểm tra giữa kỳ, hướng dẫn tự học</p> <p><b>Học ở lớp:</b> Làn bài thi</p> <p><b>Học ngoài lớp:</b> - Đọc trước tài liệu chương 4</p>	G1.1, G1.2, G1.3 G2.1, G2.2, G2.3 G3.1, G3.1, G3.3
8 /2 tiết	<p><b>Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA</b></p> <p>1. DÂN CHỦ VÀ DÂN CHỦ XÃ HỘI CHỦ NGHĨA</p> <p>1.1. Dân chủ và sự ra đời, phát triển của dân chủ</p> <p>1.2. Dân chủ xã hội chủ nghĩa</p> <p>2. NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA</p> <p>2.1. Sự ra đời, bản chất, chức năng của nhà nước xã hội chủ nghĩa</p> <p>2.2. Mối quan hệ giữa dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 3, chương 4</p>	G1.4 G2.1 G2.2 G3.1 G3.1 G3.3

9/ 2 tiết	<p><b>Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA (tiếp theo)</b></p> <p>3. DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC PHÁP QUYỀN XÃ HỘI CHỦ NGHĨA Ở VIỆT NAM</p> <p>3.1. Dân chủ xã hội chủ nghĩa ở Việt Nam</p> <p>3.2. Nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam</p> <p>3.3. Phát huy dân chủ xã hội chủ nghĩa, xây dựng nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam hiện nay</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chăm phân biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 5</p>	<p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
10/ 2 tiết	<p><b>Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>1. CƠ CẤU XÃ HỘI GIAI CẤP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>1.1. Khái niệm và vị trí của cơ cấu xã hội - giai cấp trong cơ cấu xã hội</p> <p>1.2. Sự biến đổi có tính quy luật của cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2. LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Tính tất yếu của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2.2. Nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chăm phân biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 3, chương 5</p>	<p>G1.5</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
11/ 2 tiết	<p><b>Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo)</b></p> <p>3. CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chăm phân biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu</p>	<p>G1.5</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>

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CHÍNH  
HƯỚNG

	<p>TRONG THỜI KỶ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM</p> <p>3.1. Cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.</p> <p>3.2. Liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.</p>	<p>chương 6</p>	
12/ 2 tiết	<p><b>Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỶ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>1. DÂN TỘC TRONG THỜI KỶ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>1.1. Chủ nghĩa Mác - Lênin về dân tộc</p> <p>1.2. Dân tộc và quan hệ dân tộc ở Việt Nam</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 2, 3 chương 6</p>	<p>G1.6</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
13/ 2 tiết	<p><b>Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỶ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI ( tiếp theo)</b></p> <p>2. TÔN GIÁO TRONG THỜI KỶ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Chủ nghĩa Mác - Lênin về tôn giáo.</p> <p>2.2. Tôn giáo ở Việt Nam và chính sách tôn giáo của Đảng, Nhà nước ta hiện nay</p> <p>3. QUAN HỆ DÂN TỘC VÀ TÔN GIÁO Ở VIỆT NAM</p> <p>3.1. Đặc điểm quan hệ dân tộc và tôn giáo ở Việt Nam</p> <p>3.2. Định hướng giải quyết mối quan hệ dân tộc và tôn giáo ở Việt Nam hiện nay.</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 7</p>	<p>G1.6</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>
14/ 2 tiết	<p><b>Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỶ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>1. KHÁI NIỆM, VỊ TRÍ VÀ CHỨC NĂNG CỦA GIA ĐÌNH</p> <p>1.1. Khái niệm gia đình</p> <p>1.2. Vị trí của gia đình trong xã hội</p> <p>1.3. Chức năng cơ bản của gia đình</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu mục 3, chương 7</p>	<p>G1.7</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>



	<p>2. CƠ SỞ XÂY DỰNG GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Cơ sở kinh tế - xã hội</p> <p>2.2. Cơ sở chính trị - xã hội</p> <p>2.3. Cơ sở văn hóa</p>		
15/ 2 tiết	<p><b>Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo)</b></p> <p>3. XÂY DỰNG GIA ĐÌNH VIỆT NAM TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>3.1. Sự biến đổi gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>3.2. Phương hướng cơ bản xây dựng và phát triển gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội.</p> <p>- Ôn tập thi cuối kỳ</p>	<p><b>Dạy:</b> thuyết giảng, phát vấn, chấm phần biện.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp.</p> <p><b>Học ngoài lớp:</b> Ôn tập thi cuối kỳ</p>	<p>G1.7</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.1</p> <p>G3.3</p>

(Các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

#### Lý thuyết

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục
- (3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
- (4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
- (5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

#### Thực hành

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành
- (3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
- (4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
- (5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

#### 7. Quy định của môn học

- Quy định về Bài thuyết trình nhóm GHW:
- + Thành lập nhóm: Số lượng sinh viên tùy tình hình thực tế của lớp, giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- + Các nhóm thuyết trình theo thứ tự, giảng viên quy định. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.
- + Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV
- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học:
- + Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế.
- + Có đầy đủ các phần điểm quá trình, điểm kiểm tra giữa kỳ điểm thi kết thúc học phần.
- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và khoa học chính trị và Khoa Chính trị - Hành chính qua email: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)

#### 8. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và khoa học chính trị - Khoa Chính trị - Hành chính (ĐHQG TP.HCM)
- Địa chỉ và email liên hệ: Tầng 7, nhà Điều hành ĐHQG. Khu phố 1. Phường Linh Trung, TP. Thủ Đức. Đại chỉ mail: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn (phụ trách)**



**TS. Mạch Thị Khánh Trinh**

*Tp. Hồ Chí Minh, ngày 14 tháng 10 năm 2023*

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**



## ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ, ĐHQG-HCM)

### 1. THÔNG TIN CHUNG (General information)

- |   |  |                                       |
|---|--|---------------------------------------|
| - Tên môn học:  |  | <b>Lịch sử Đảng Cộng sản Việt Nam</b> |
| + Tiếng Việt  |  | History of Vietnamese communist party |
| + Tiếng Anh   |  | PE018IU                               |
| - Mã số môn học:  |  |                                       |
| - Thuộc khối kiến thức/kỹ năng:   |  |                                       |
| <input checked="" type="checkbox"/> Kiến thức cơ bản/giáo dục đại cương | <input type="checkbox"/> Kiến thức cơ sở ngành             |                                       |
| <input type="checkbox"/> Kiến thức chuyên ngành                         | <input type="checkbox"/> Kiến thức khác                    |                                       |
| <input type="checkbox"/> Môn học chuyên về kỹ năng chung                | <input type="checkbox"/> Môn học đồ án/luận văn tốt nghiệp |                                       |
| - Số tín chỉ:   | 02   |                                       |
| + Lý thuyết   | 20 tiết  |                                       |
| + Thực hành (thuyết trình)  | 10 tiết (trên lớp)<br>60 tiết (về nhà)                     |                                       |
| - Môn học tiên quyết:   | Không  |                                       |
| - Môn học trước:  | Không  |                                       |
| - Môn học song hành:  | Không  |                                       |

### 2. MÔ TẢ MÔN HỌC (Course description)

Môn học nằm trong khối kiến thức giáo dục đại cương thuộc mảng lý luận chính trị. Môn học với những kiến thức cơ bản, hệ thống về Lịch sử Đảng Cộng sản Việt Nam như: sự ra đời của Đảng Cộng sản Việt Nam, sự lãnh đạo của Đảng trong đấu tranh giành chính quyền, giải phóng dân tộc và xây dựng chủ nghĩa xã hội từ năm 1930 đến năm nay.

### 3. MỤC TIÊU MÔN HỌC (Course Goals)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	<b>Về kiến thức</b> Sinh viên hiểu được những tri thức cơ bản, có tính hệ thống về sự ra đời của Đảng Cộng sản Việt Nam (1920-1930), sự lãnh đạo của Đảng đối với cách mạng Việt Nam trong thời kỳ đấu tranh giành chính quyền chính quyền (1930-1945), trong hai cuộc kháng chiến chống thực dân	



	Pháp và đế quốc Mỹ xâm lược (1945-1975), trong sự nghiệp xây dựng, bảo vệ Tổ quốc thời kỳ cả nước quá độ lên chủ nghĩa xã hội, tiến hành công cuộc đổi mới (1975 đến nay).	
G2	<b>Về kỹ năng</b> Sinh viên vận dụng phương pháp tư duy khoa học về lịch sử để lựa chọn, khái quát hóa tài liệu nghiên cứu, học tập môn học; đồng thời sinh viên phân tích, đánh giá, vận dụng kiến thức lịch sử vào công tác thực tiễn.	
G3	<b>Về thái độ/năng lực tự chủ và trách nhiệm</b> Sinh viên đánh giá được sự thật khách quan và nâng cao lòng tự hào, niềm tin đối với sự nghiệp lãnh đạo của Đảng và phê phán những quan niệm sai trái về lịch sử của Đảng.	

#### 4. CHUẨN ĐẦU RA MÔN HỌC (Course learning outcomes)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Hiểu được đối tượng, chức năng, nhiệm vụ nội dung và phương pháp nghiên cứu, học tập môn Lịch sử Đảng Cộng sản Việt Nam	I,U
G1.2	Hiểu được quá trình ra đời của Đảng Cộng sản Việt Nam (1920-1930), nội dung cơ bản, giá trị lịch sử của Cương lĩnh chính trị đầu tiên của Đảng và quá trình Đảng lãnh đạo cuộc đấu tranh giành độc lập, giành chính quyền (1930-1945)	I, T,U
G1.3	Hiểu được quá trình lãnh đạo của Đảng đối với hai cuộc kháng chiến chống thực dân Pháp và đế quốc Mỹ xâm lược, hoàn thành giải phóng dân tộc, thống nhất đất nước thời kỳ 1945-1975	I, T,U
G1.4	Hiểu được quá trình phát triển đường lối và sự lãnh đạo của Đảng để đưa cả nước quá độ lên chủ nghĩa xã hội và tiến hành công cuộc đổi mới từ sau ngày thống nhất đất nước năm 1975 đến nay. Những thành tựu và bài học kinh nghiệm trong quá trình lãnh đạo từ năm 1930 đến nay.	I, T,U
G2.1	Vận dụng kiến thức đã học để nhận thức, hành động theo đường lối của Đảng.	U
G2.2	Vận dụng, phân tích với tư duy độc lập trong nghiên cứu nhằm giải quyết các vấn đề khi làm việc theo nhóm và trình bày kết quả nghiên cứu.	U
G3.1	Đánh giá được sự lãnh đạo đúng đắn của Đảng Cộng sản Việt Nam đối với cách mạng nước ta. Quyết tâm phấn đấu thực hiện đường lối cách mạng của Đảng.	U

G3.2	Đánh giá được tầm quan trọng của sự nghiêm túc trong học tập và nghiên cứu, tự rèn luyện bản thân trở thành người có phẩm chất chính trị và đạo đức tốt.	U
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### 5. ĐÁNH GIÁ MÔN HỌC

Thành phần đánh giá (1)	Bài đánh giá (2)	CĐR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra giữa kỳ (A2.1)	G1.1 G2.1-G2.2, G3.1-G3.2	20%
A3. Đánh giá cuối kỳ	Thi cuối học kỳ (A3.1)	G1.2-G1.3, G2.1-G2.2, G3.1-G3.2	50%

### 6. KẾ HOẠCH GIẢNG DẠY CHI TIẾT

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CĐRMH (4)
1/2 tiết	<p><b>Chương nhập môn ĐỐI TƯỢNG, CHỨC NĂNG, NHIỆM VỤ, NỘI DUNG VÀ PHƯƠNG PHÁP NGHIÊN CỨU, HỌC TẬP LỊCH SỬ ĐẢNG CỘNG SẢN VIỆT NAM</b></p> <p>I. Đối tượng nghiên cứu của môn học lịch sử Đảng Cộng sản Việt Nam</p> <p>II. Chức năng, nhiệm vụ của môn học lịch sử Đảng Cộng sản Việt Nam</p> <p>III. Phương Pháp nghiên cứu, học tập môn lịch sử Đảng Cộng sản Việt Nam</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Giới thiệu đề cương môn học</li> <li>- Giới thiệu nội dung đề tài thuyết trình nhóm)</li> <li>- Trình chiếu, thuyết giảng</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Chia nhóm</li> <li>- Giới thiệu nhóm học tập</li> <li>- Nghe giảng, phát biểu</li> <li>- Đọc trước mục 1, 2 phần I của chương 1</li> </ul>	G1.1 G2.1 G2.2 G3.1 G3.2
	<p><b>Chương 1 ĐẢNG CỘNG SẢN VIỆT NAM RA ĐỜI VÀ LÃNH ĐẠO</b></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục</li> </ul>	

TH.  
KH  
H. TRỊ.  
1/2

2/2 tiết	<p><b>ĐẤU TRANH GIÀNH CHÍNH QUYỀN (1930-1945)</b></p> <p>I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930)</p> <p>1. Bối cảnh lịch sử</p> <p>2. Nguyễn Ái Quốc chuẩn bị các điều kiện để thành lập Đảng</p>	<p>1,2 phần I của chương 1</p> <p>- Đặt vấn đề và giải quyết vấn đề</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thuyết trình, thảo luận nhóm.</p> <p>- Đọc trước mục 3,4 phần I của chương 1</p>	<p>G1.2</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
3/2 tiết	<p><b>Chương 1 (tiếp theo)</b></p> <p>I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930) (tt)</p> <p>3. Thành lập Đảng Cộng sản Việt Nam và Cương lĩnh chính trị đầu tiên của Đảng</p> <p>4. Ý nghĩa lịch sử của việc thành lập Đảng Cộng sản Việt Nam</p>	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng mục 3,4 phần I của chương 1</p> <p>- Đặt vấn đề và giải quyết vấn đề</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thuyết trình, thảo luận nhóm.</p> <p>- Đọc trước mục 1, 2 phần II của chương 1</p>	<p>G1.1</p> <p>G1.2</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
4/2 tiết	<p><b>Chương 1 (tiếp theo)</b></p> <p>II. Lãnh đạo đấu tranh giành chính quyền (1930-1945)</p> <p>1. Phong trào cách mạng 1930-1935 và khôi phục phong trào 1932-1935</p> <p>2. Phong trào dân chủ 1936-1939</p>	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 1</p> <p>- Đặt vấn đề và giải quyết vấn đề</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thuyết trình, thảo luận nhóm.</p> <p>- Đọc trước mục 3, 4 phần II của chương 1</p>	<p>G1.2</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>

5/2 tiết	<p>II. Lãnh đạo đấu tranh giành chính quyền (1930-1945) (tt)</p> <p>3. Phong trào giải phóng dân tộc 1939-1945</p> <p>4. Tính chất, ý nghĩa và kinh nghiệm của Cách mạng Tháng Tám năm 1945</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 3, 4 phần II của chương 1</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 1,2 phần I của chương 2</li> </ul>	<p>G1.2</p> <p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
6/2 tiết	<p style="text-align: center;"><b>Chương 2</b></p> <p style="text-align: center;"><b>ĐẢNG LÃNH ĐẠO HAI CUỘC KHÁNG CHIẾN, HOÀN THÀNH GIẢI PHÓNG DÂN TỘC, THỐNG NHẤT ĐẤT NƯỚC (1945-1975)</b></p> <p>I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954</p> <p>1. Xây dựng và bảo vệ chính quyền cách mạng 1945-1946</p> <p>2. Đường lối kháng chiến toàn quốc và quá trình tổ chức thực hiện từ năm 1946 đến năm 1950</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1, 2 phần I của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 3, 4 phần I của chương 2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
7/2 tiết	<p><b>Chương 2 (tiếp theo)</b></p> <p>I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954 (tt)</p> <p>3. Đẩy mạnh cuộc kháng chiến đến thắng lợi 1951-1954</p> <p>4. Ý nghĩa lịch sử và kinh nghiệm của Đảng trong lãnh đạo kháng chiến chống Pháp và can thiệp Mỹ</p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 3, 4 phần I của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 1 phần II của chương 2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>

8/2 tiết	<p align="center"><b>Chương 2 (tiếp theo)</b></p> <p>II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975)</p> <p><i>1. Sự lãnh đạo của Đảng đối với cách mạng hai miền Nam – Bắc 1954-1965</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần II của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 2,3 phần II của chương 2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
9/2 tiết	<p align="center"><b>Chương 2 (tiếp theo)</b></p> <p>II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975) (tt)</p> <p><i>2. Lãnh đạo cách mạng cả nước giai đoạn 1965-1975</i></p> <p><i>3. Ý nghĩa lịch sử và kinh nghiệm lãnh đạo của Đảng thời kỳ 1954-1975</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 2,3 phần II của chương 2</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Ôn tập nội dung chương 1,2</li> </ul>	<p>G1.3</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
10/2 tiết	<p align="center"><b>Chương 3</b></p> <p align="center"><b>ĐẢNG LÃNH ĐẠO CẢ NƯỚC QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI VÀ TIẾN HÀNH CÔNG CUỘC ĐỔI MỚI (1975 ĐẾN NAY)</b></p> <p>I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986)</p> <p><i>1. Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần I của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> <li>- Tổ chức kiểm tra giữa kỳ</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Thực hiện kiểm tra giữa kỳ</li> <li>- Đọc trước mục 2</li> </ul>	<p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>

		phần I của chương 3	
11/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986) (tt)</p> <p>1. <i>Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981 (tt)</i></p> <p>2. <i>Đại hội đại biểu toàn quốc lần thứ V của Đảng và các bước đột phá tiếp tục đổi mới kinh tế 1982-1986</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần I của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 1 phần II của chương 3</li> </ul>	G1.4 G2.1 G2.2 G3.1 G3.2
12/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay)</p> <p>1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1 phần II của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 2 phần II của chương 3</li> </ul>	G1.4 G2.1 G2.2 G3.1 G3.2
13/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt)</p> <p>1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996 (tt)</i></p> <p>2. <i>Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay</i></p>	<p><b>Hoạt động dạy:</b></p> <ul style="list-style-type: none"> <li>- Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 3</li> <li>- Đặt vấn đề và giải quyết vấn đề</li> </ul> <p><b>Hoạt động học:</b></p> <ul style="list-style-type: none"> <li>- Nghe giảng, thuyết trình, thảo luận nhóm.</li> <li>- Đọc trước mục 3 phần II của chương</li> </ul>	G1.4 G2.1 G2.2 G3.1 G3.2

		3	
14/2 tiết	<p><b>Chương 3 (tiếp theo)</b></p> <p>II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt)</p> <p>2. <i>Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay (tt)</i></p> <p>3. <i>Thành tựu, kinh nghiệm của công cuộc đổi mới</i></p>	<p><b>Hoạt động dạy:</b></p> <p>- Trình chiếu, thuyết giảng mục 2,3 phần II của chương 3</p> <p>- Đặt vấn đề và giải quyết vấn đề</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, thuyết trình, thảo luận nhóm.</p> <p>- Đọc trước phần kết luận</p>	<p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>
15/2 tiết	<p><b>KẾT LUẬN</b></p> <p>1. <i>Những thắng lợi vĩ đại của cách mạng Việt Nam.</i></p> <p>2. <i>Những bài học lớn về sự lãnh đạo của Đảng</i></p>	<p><b>Hoạt động dạy:</b></p> <p>- Hướng dẫn sv tự học</p> <p>- Ôn tập tổng kết môn học</p> <p>- Công bố bảng điểm chi tiết các hoạt động</p> <p>- Giải đáp thắc mắc</p> <p><b>Hoạt động học:</b></p> <p>- Nghe giảng, phát biểu</p> <p>- Ôn tập toàn bộ nội dung môn học tại nhà</p>	<p>G1.1</p> <p>G1.2</p> <p>G1.3</p> <p>G1.4</p> <p>G2.1</p> <p>G2.2</p> <p>G3.1</p> <p>G3.2</p>

## 7. QUY ĐỊNH CỦA MÔN HỌC (Course requirements and expectations)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum/Moodle là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi thuyết trình.
- Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị điểm 0 chuyên cần.

## 8. TÀI LIỆU HỌC TẬP, THAM KHẢO (Reference)

### Giáo trình:

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (dành cho bậc đại học hệ không chuyên lý luận chính trị), NXB. Chính trị Quốc gia Sự Thật, Hà Nội.

### Tài liệu khác:

[1] Hội đồng Trung ương chỉ đạo biên soạn giáo trình quốc gia các môn khoa học Mác – Lênin, Tư tưởng Hồ Chí Minh (2019), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (tái bản có sửa chữa, bổ sung), Nxb. Chính trị quốc gia, Hà Nội.

[2] Bộ Giáo dục và Đào tạo (2017), *Giáo trình Đường lối cách mạng của Đảng Cộng sản Việt Nam*, Nxb Chính trị quốc gia, Hà Nội.

*Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023*

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn**



**Lê Văn Thông**

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**

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**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**  
*(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ)*

**1. Thông tin về giảng viên (cung cấp cho sinh viên khi giảng dạy)**

- Họ và tên:
- Chức danh, học hàm, học vị:
- Đơn vị công tác: **Khoa Chính trị - Hành chính, ĐHQG-HCM**
- Thời gian và địa điểm làm việc:...
- Địa chỉ liên hệ:
- Điện thoại, email:
- Thông tin về trợ giảng (nếu có) (họ và tên, địa chỉ liên hệ, điện thoại, e-mail):

**2. Thông tin chung về học phần**

- Mã học phần: PE019IU
- Tên học phần: **Tư tưởng Hồ Chí Minh**
- Tên học phần bằng tiếng Anh: **Ho Chi Minh's Thoughts**
- Số tín chỉ: 02 (30 tiết).
- Cấu trúc/cơ cấu học phần:
  - Số tiết lý thuyết: *30 tiết*
  - Số tiết thực hành:
  - Số tiết bài tập:
  - Khác: Số tiết tự học: *60 tiết*
- Loại học phần thuộc khối kiến thức (check vào các ô):
  - Kiến thức đại cương:
  - Kiến thức cơ sở ngành:
  - Kiến thức chuyên ngành:
  - Kiến thức bổ trợ:
  - Khóa luận tốt nghiệp:
  - Đồ án/dự án/seminar tốt nghiệp:
  - Khác:....
- Các học phần tiên quyết: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
- Các học phần học trước học phần này: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
  - .....
  - .....
- Học phần song hành: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
  - .....



- .....
  - Các yêu cầu khác (nếu có):.....
  - Bộ môn phụ trách học phần: Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- 3. Mô tả vắn tắt nội dung học phần:** (trình bày ngắn gọn vai trò, vị trí học phần/môn học, kiến thức sẽ trang bị cho sinh viên, quan hệ với các học phần/môn học khác trong chương trình đào tạo)

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị Trang bị cho sinh viên những kiến thức cơ bản về: Đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh; về cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; về độc lập dân tộc và chủ nghĩa xã hội; về Đảng Cộng sản và Nhà nước Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức, con người.

#### 4. Mục tiêu của học phần

##### - Mục tiêu chung:

+ Sinh viên **hiểu** được những nội dung cơ bản của tư tưởng Hồ Chí Minh về con đường cách mạng Việt Nam; về độc lập dân tộc gắn liền với chủ nghĩa xã hội; về Đảng Cộng sản Việt Nam; về Nhà nước pháp quyền xã hội chủ nghĩa Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức và con người...

+ Sinh viên **vận dụng** được những kiến thức cơ bản của tư tưởng Hồ Chí Minh vào trong nhận thức và trong hoạt động thực tiễn của bản thân.

+ Sinh viên **phân tích, đánh giá** được giá trị, tính khoa học cách mạng và nhân văn của tư tưởng Hồ Chí Minh đối với thực tiễn Việt Nam và nhân loại.

##### - Mục tiêu cụ thể:

Ký hiệu mục tiêu của học phần (G)	Mô tả/nội dung mục tiêu học phần	Mức độ năng lực đạt được (theo thang đánh giá Bloom)	Ghi chú
<b>KIẾN THỨC</b>			
G1.1	Sinh viên hiểu những kiến thức cơ bản về khái niệm; cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; tư tưởng Hồ Chí Minh về độc lập dân tộc gắn liền với chủ nghĩa xã hội;	2	
G1.2	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam; về Nhà nước của nhân dân, do nhân dân, vì nhân dân; về sự vận dụng của Đảng Cộng sản Việt Nam trong cách mạng dân tộc dân chủ và cách mạng xã hội chủ nghĩa, trong công cuộc đổi mới đất nước hiện nay.	2	
G1.3	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đại đoàn kết quốc tế; hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về văn hóa, đạo đức và con	2	

	người.		
<b>KỸ NĂNG</b>			
G2.1	Sinh viên vận dụng giá trị của tư tưởng Hồ Chí Minh trong hoạt động lý luận và thực tiễn; Sinh viên phân tích, nhận diện và phân bác những luận điệu xuyên tạc về tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội.	3	
G2.2	Sinh viên phân tích được một cách khoa học những vấn đề về xây dựng Đảng cộng sản Việt Nam và xây dựng Nhà nước pháp quyền xã hội chủ nghĩa của nhân dân, do nhân dân, vì nhân dân trong thời kỳ đổi mới đất nước.	4	
G2.3	Sinh viên vận dụng tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đoàn kết quốc tế trong giai đoạn hiện nay; Sinh viên vận dụng được phương pháp tư duy mới trong học tập, nghiên cứu; tự mình biết đào sâu lý luận gắn với thực tiễn với tinh thần độc lập, sáng tạo.	3	
<b>THÁI ĐỘ</b>			
G3.1	Sinh viên vận dụng, học tập và làm theo tư tưởng, đạo đức, phong cách Hồ Chí Minh trong học tập và cuộc sống hằng ngày.	3	
G3.2	Sinh viên đánh giá được bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh, từ đó có bản lĩnh chính trị vững vàng, có lòng yêu nước nồng nàn, trung thành với mục tiêu lý tưởng của Đảng, của dân tộc. Trung thực, thẳng thắn, xây dựng tập thể đoàn kết. Trân trọng, giữ gìn và phát huy di sản tư tưởng của Hồ Chí Minh trong hoạt động thực tiễn.	5	
G3.3	Sinh viên vận dụng bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh trong việc đấu tranh chống lại các âm mưu xuyên tạc tư tưởng Hồ Chí Minh, chủ trương, đường lối của Đảng. Có hành vi đạo đức chuẩn mực. Có năng lực học tập, tự nghiên cứu các vấn đề chuyên môn.	3	

TH  
KH  
HTRI  
DAI

(\*) 1. Ghi nhớ (Remembering), 2. Hiểu (Understanding), 3. Vận dụng (Applying), 4. Phân tích (Analyzing), 5. Đánh giá (Evaluating), 6. Sáng tạo (Creating).

### 5. Chuẩn đầu ra (CĐR) của học phần

Thứ tự các	Ký hiệu CĐR	Mô tả/nội dung CĐR học phần	Mức độ giảng dạy	Liên kết giữa CĐR	Liên kết giữa CĐR học
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CĐR	học phần (CHP)		(I, T, U) *	học phần và mục tiêu học phần	phần và CĐR chương trình đào tạo
<b>KIẾN THỨC</b>					
1	CHP1	Hiểu được khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh.	I	G1.1	
2	CHP2	Hiểu được cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh.	I, T, U	G1.1	
3	CHP3	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay.	I, T,U	G1.1	
4	CHP4	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về Đảng Cộng Sản Việt Nam và Nhà nước của nhân dân, do nhân dân, vì nhân dân. Sự vận dụng tư tưởng Hồ Chí Minh vào công tác xây dựng Đảng và xây dựng Nhà nước.	I, T,U	G1.2	
5	CHP5	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay;	I, T,U	G1.3	
6	CHP6	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người. Sự vận dụng tư tưởng Hồ Chí Minh trong việc xây dựng văn hóa, đạo đức, con người Việt Nam hiện nay.	I, T,U	G1.3	
<b>KỸ NĂNG</b>					
7	CHP7	Phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống.	T, U	G2.1; G2.2; G2.3	
8	CHP8	Vận dụng kiến thức học phần để trình bày, thuyết	U	G2.1; G2.2;	

		minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.		G2.3	
9	CHP9	Vận dụng kiến thức học phần để giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U	G2.1; G2.2; G2.3	
<b>THÁI ĐỘ</b>					
10	CHP10	Phân tích, đánh giá và có ý thức trách nhiệm bảo vệ tinh khoa học, cách mạng, nhân văn của tư tưởng Hồ Chí Minh.	T, U	G3.1 G3.2 G3.3	
11	CHP11	Vận dụng kiến thức đã học gắn với trách nhiệm cá nhân đối với tập thể, cộng đồng.	U	G3.1 G3.2 G3.3	
12	CHP12	Phân tích, đánh giá được sự cần thiết của việc học tập, nghiên cứu suốt đời và vận dụng tư tưởng Hồ Chí Minh trong cuộc sống.	T, U	G3.1 G3.2 G3.3	

(\* I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

#### 6. Hình thức, phương pháp và trọng số đánh giá kết quả học phần

Hình thức đánh giá	Nội dung chi tiết	Phương pháp đánh giá (đánh dấu X)				Ký hiệu bài đánh giá	Trọng số đánh giá	Ghi chú
		Viết	Trắc nghiệm	Vấn đáp	Khác			
Đánh giá quá trình	- Chuyên cần - Tham gia học tập trên lớp tích cực, hăng hái phát biểu. -Thuyết trình nhóm					ĐG1 (tổng điểm từ ĐG1.1 đến ĐG1.6)	30%	
Điểm kiểm tra giữa kỳ		X	X	X		ĐG1.1	20%	



Đánh giá tổng kết	Điểm cuối học kỳ	X				ĐG2	50%	Điểm bài thi + điểm thường (tối đa 20%=2 điểm)
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7. **Thang điểm đánh giá:** theo thang điểm 100.

8. **Kế hoạch giảng dạy chi tiết của học phần :** Ghi chi tiết đến 2 cấp ( chương và bài).

STT Buổi (3 tiết/ buổi)	Tên bài giảng của học phần (Ghi chi tiết tên chương và bài giảng của mỗi chương)	Liên kết với CDR học phần	Hoạt động dạy và học						Phương pháp dạy học (thuyết trình; thảo luận; các phương pháp dạy học tích cực/lấy người học làm trung tâm...)	Bài đánh giá
			Số tiết lên lớp				SV tự nghiên cứu, tự học			
			Lý thuyết	Thực hành/ thực tập	Bài tập	Thảo luận/ khác	Số tiết	Ghi chú (nếu có)		
1/2	Chương 1. Khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh		02						Thuyết trình	ĐG1.1; ĐG1.6; ĐG2
2/2	Chương 2. Cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
3/2	Chương 2 (tiếp)		01			01			Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
4/2	Chương 2 (tiếp)		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
5/2	Chương 3. Tư tưởng Hồ Chí								Thuyết trình,	ĐG1.1; ĐG1.3;

	Minh về độc lập dân tộc và chủ nghĩa xã hội		02					thảo luận nhóm	ĐG1.5; ĐG1.6; ĐG2
6/2	Chương 3(tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
7/2	Chương 3(tiếp)		01			01			
8/2	Chương 4. Tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam và Nhà nước của nhân dân, do nhân dân và vì nhân dân		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
9/2	Chương 4 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
10/2	Chương 4 (tiếp)					02		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
11/2	Chương 5. Tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
12/2	Chương 5 (tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
13/2	Chương 6. Tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
14/2	Chương 6 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
15/2	Chương 6 (tiếp)					02		Thuyết trình, thảo luận	ĐG1.1; ĐG1.3; ĐG1.5;

									luận nhóm	ĐG1.6; ĐG2
	<b>Tổng cộng số tiết</b>		22	...	...	08	...	...		

### 9. Tài liệu học tập

STT	Tên tác giả	Năm xuất bản	Tên giáo trình	Tên Nhà xuất bản	Giáo trình chính/Tài liệu tham khảo/Khác	Nơi có thể có tài liệu/trang web
1	Bộ Giáo dục và Đào tạo	2021	<i>Giáo trình Tư tưởng Hồ Chí Minh</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Giáo trình chính	
2	Hồ Chí Minh	2011	<i>Toàn tập</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	Báo điện tử Đảng Cộng sản Việt Nam, <a href="https://hochiminh.vn/tac-pham-cua-ho-chi-minh/ho-chi-minh-toan-tap">https://hochiminh.vn/tac-pham-cua-ho-chi-minh/ho-chi-minh-toan-tap</a>
3	Hồ Chí Minh	2016	<i>Biên niên tiểu sử</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	

### 10. Quy định của môn học

- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và Khoa học chính trị và Khoa Chính trị - Hành chính qua email: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)
- Quy định về Bài thuyết trình nhóm:
  - + Thành lập nhóm: Theo tình hình thực tế của lớp học.
  - + Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2.
  - + Bắt đầu từ tuần 4 thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến bài tập khi đi thuyết trình.
  - + Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV
- Quy định về đánh giá môn học: theo Quy định về việc giảng dạy và học tập các môn Lý luận chính trị của khoa Chính trị - Hành chính.

**KT. Trưởng Bộ môn**  
**Phó trưởng Bộ môn**



**Lê Văn Thông**

*Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023*

**KT. TRƯỞNG KHOA**  
**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**

**Course Name: Critical Thinking**

Course Code: PE008IU/PE008WE

**1. General information**

Course name	- <i>Critical Thinking</i> - <i>Tư duy Biện luận</i>
Course designation	<i>This course provides students with the knowledge and practice necessary to sharpen their observation and judgment skills, enabling them to evaluate arguments effectively and construct compelling arguments of their own. Additionally, the course helps students evaluate information from diverse sources to obtain reliable data and avoid fallacies.</i>
Course type	<input checked="" type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization <input type="checkbox"/> Electives <input type="checkbox"/> Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1, 2, and 3
Person responsible for the course	Assoc.Prof.Dr.Nguyễn Thị Thủy Assoc.Prof.Dr.Phạm Ngọc Trần Thanh Tú (Ph.D) Nguyễn Văn Tiếp (Ph.D) Phạm Thanh Tùng (Ph.D) Đỗ Thị Diệu Ngọc (MA)
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	None								
Course objectives	<i>This course will enable students to</i> <ul style="list-style-type: none"> <li>• know basic concepts of critical thinking</li> <li>• identify, construct, analyze, and evaluate inductive and deductive arguments in spoken and written forms</li> <li>• recognize common fallacies in everyday reasoning</li> </ul>								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Competency level</th> <th style="text-align: left;">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td>CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence</td> </tr> <tr> <td>Skill</td> <td>CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive &amp; inductive arguments</td> </tr> <tr> <td>Attitude</td> <td>CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence	Skill	CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive & inductive arguments	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
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Knowledge	CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence								
Skill	CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize and evaluate deductive & inductive arguments								
Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Critical thinking	1	I, T, U
	Recognizing arguments	1	I, T, U
	Basic logical concepts	1	I, T, U
	A little categorical logic	1	I, T, U
	A little propositional logic	1	I, T, U
	Logical fallacies I	1	I, T, U
	Logical fallacies II	1	I, T, U
	Analyzing arguments	1	I, T, U
Evaluating arguments and truth claims	1	I, T, U	
Inductive reasoning	1	I, T, U	
Group presentations + Review for exams	5	U	
Examination forms	Written exams and project presentations		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1]. Bassham, J., Irwin, W., Nardone, H., &amp; Wallace, J. M. (2022). <i>Critical Thinking: A Student's Introduction</i> (7th ed.). McGraw-Hill Education</p> <p>References:</p> <p>[2]. Moore, B.N., &amp; Parker, R. (2009). <i>Critical thinking</i> (9th ed.). Boston: McGraw-Hill</p> <p>[3]. Hurley, P. J. (2012). <i>A concise introduction to logic</i> (11th ed.). Wadsworth: Cengage Learning.</p> <p>+ Relevant web resources</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X		X	X
2				X		X	X
3				X		X	X
4				X		X	X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Critical thinking	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 1
2	Recognizing arguments	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 2

Week	Topic	CLO	Assessments	Learning activities	Resources
3	Basic logical concepts	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 3
4	A little categorical logic Quiz 1	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 9
5	A little propositional logic	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 10
6	Logical fallacies I	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 5
7	Logical fallacies II Quiz 2	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 6
8	<b>MIDTERM TEST</b>				
9	Analyzing arguments	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 7
10	Evaluating arguments and truth claims	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 8
11	Inductive reasoning Quiz 3	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 11
12-14	Group presentations	1-5	Ongoing assessment & Final exam	Presentation, Discussion	
15	Review for final exam Sample test	1-5	Ongoing assessment & Final exam		
<b>FINAL EXAM</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (20%)	X 60%Pass		X 60%Pass		
Final exam (50%)		X 60%Pass		X 60%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

**5. Rubrics**

Marks for multiple choice questions:

CLO1: 2pts/correct answer

CLO2: 2pts/correct answer

CLO3: 3pts/correct answer

CLO4: 4pts/correct answer

**6. Revised date:** June 2nd, 2025**7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc**

- School of Languages

- Email: [dtdngoc@hcmiu.edu.vn](mailto:dtdngoc@hcmiu.edu.vn)

*Ho Chi Minh City, June 6th, 2025*

**VICE DEAN OF SCHOOL OF LANGUAGES**

**(Signature)**

**Dr. Vũ Hoa Ngân**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: INTRODUCTION TO MICROECONOMICS**

Course Code: BA117IU

**1. General information**

Course designation	The course is designed to provide students with a strong foundation in economics based on five key activities: (1) understand economic concepts, (2) supply and demand in market, (3) how the customers respond the price changes, (4) identify the price and quantity in perfect competition and imperfect competition, (5) consumer choice theory (6) cost of production.
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Le Quoc Thai Mr. Duong Minh Hoang
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	<p>Microeconomics is the introductory course in economics. The course is designed to teach you the basic tools of microeconomic analysis. Microeconomics is the branch of economics that deals with the interaction of households and firms in individual markets. Some of the issues we will study include how prices and output levels are determined, what happens when governments intervene in markets, when do markets “fail”, how do markets produce an “efficient” use of a society’s scarce resources and are market outcomes equitable. Learning “to think like an economist” should make you a more informed student, consumer, worker and voter.</p> <p>This course does not assume any prior knowledge of economics. However, if you have enrolled Macroeconomics, it enables you to get better understanding Microeconomics.</p>
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <p>At the completion of this course students will be able to:</p> <p>LO1. Recognize the importance that economic models play in economic analysis.</p> <p>LO2. Understand opportunity cost and how this concept can be applied in all facets of life.</p> <p>LO3. Use supply and demand analysis to predict changes in price/quantities in markets, including when government policies play essential roles in these markets.</p> <p>LO4. Determine how elasticity affects consumer demand and firms’ production decisions.</p> <p>LO5. Recognize the role that utility plays in consumer consumption choices.</p> <p>LO6. Apply the relationship between production and costs to determine the profit-maximizing output of firms in different market types.</p> <p>LO7. Understand a body of social science knowledge and its disciplinary perspective.</p> <p>LO8. Understand markets characterized by monopoly and imperfect competition.</p>
Content	<p>Chapter 1: Introduction to Basic Concepts of the Economics</p> <p>Chapter 2: Thinking Like an Economist</p> <p>Chapter 3 : Interdependence and the Gains from Trade</p> <p>Chapter 4: The Market Forces of Supply and Demand</p> <p>Chapter 5 : Elasticity and Its Application</p> <p>Chapter 6 : Supply, demand and Government Policies</p> <p>Chapter 7 : Consumers, Producers and the Efficiency of Markets</p> <p>Chapter 13 Cost of Production</p> <p>Chapter 14 : Firms in Competitive Market</p> <p>Chapter 15 : Monopoly</p> <p>Chapter 16 : Monopolistic Competition</p> <p>Chapter 17 : Oligopoly</p> <p>Chapter 21 : Theory of consumer choice</p>
Examination forms	

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Main textbooks: Principles of Economics, N. Gregory Mankiw, 8th edition, Cengage Learning, ISBN : 1305585127 ( newest updated version). 1. Open Courseware, Fulbright Economics Teaching Program: <a href="http://ocw.fetp.edu.vn/index.cfm">http://ocw.fetp.edu.vn/index.cfm</a> 2. Vietnam Economic Times: <a href="http://vneconomy.vn/home.htm">http://vneconomy.vn/home.htm</a> 3. Dominique Salvatore, Managerial Economics Website <a href="http://www.swlearning.com/economics/salvatore/salvatore5e/salvatore5e.html">http://www.swlearning.com/economics/salvatore/salvatore5e/salvatore5e.html</a> 4. ECO 100 Online <a href="http://www.chass.utoronto.ca/~reak/eco100/">http://www.chass.utoronto.ca/~reak/eco100/</a>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes	Bloom's Taxonomy	Category
1	<b>Chapter 1:</b> Introduction to Basic Concepts of the Economics	LO1	KN	Lecture
2	<b>Group task:</b> Case on Adam Smith and Invisible Hands <i>(Case should be designed to cover the overall meaning of market conditions)</i>	LO1	AP	Tutorial
3	<b>Chapter 2: Thinking Like an Economist</b> <b>Individual Assignment Guidelines</b>	LO2	AN	Lecture
4	<b>Chapter 3 : Interdependence and the Gains from Trade</b> <b>Individual Assignment Guidelines</b> <b>Discuss the Case Study : Economics within a Marriage/ Trade between Countries - North to West , West to West,...</b>	LO2	AN	Lecture

5,6	<b>Chapter 4: The Market Forces of Supply and Demand</b> <b>Group Assignment Guidelines</b>	LO6	KN,AP	Lecture
7	<b>Discuss the Case Study : Price Increase After Disasters / Covid-19 Pandemic.</b>	LO6	KN,CO	Lecture
8,9	<b>Chapter 5 : Elasticity and Its Application</b> <b>Group Assignment Guidelines</b>	LO6	KN, AP,SY	Lecture
10	<b>Case Study : the change in the oil prices and OPEC decisions</b>	LO2	AP	Tutorial
11	<b>Chapter 6 : Supply, demand and Government Policies</b>	LO6	KN, CO	Lecture
12	<b>Chapter 7 : Consumers, Producers and the Efficiency of Markets</b>	LO1	KN, CO	Lecture
13	<b>Chapter 13 Cost of Production</b>		KN, CO	Lecture
14	<b>Analyzing the case study/ exercises in textbook</b>	LO4	KN, CO	Lecture
15	<b>Chapter 14 : Firms in Competitive Market</b>	LO1-5	KN, CO	Lecture
16,17	<b>Chapter 15 : Monopoly</b>	LO1-6	KN, CO	Lecture
18,19	<b>Chapter 16 : Monopolistic Competition</b>	LO1-7	KN, CO	Lecture
20,21	<b>Chapter 17 : Oligopoly</b>	LO1-8	KN, CO	Lecture
22	<b>Analyzing exercises in textbook, find the differences between four market structures</b>	LO3	KN, CO,EV	Tutorial
23,24	<b>Chapter 21 : Theory of consumer choice</b>	LO2-6	KN, CO	Lecture
25	<b>Case Study : Utility - An Alternative Way to Describe Preferences and Optimization</b>	LO2-7	AP. CO, EV	Lecture

26	<b>Doing exercise on four market structures</b>	LO2	AP	Tutorial
27	<b>Revision to final exam</b>	LO1-LO8		
28,29,30	<b>GROUP PRESENTATION AND REPORT SUBMISSION</b>	<b>LO1-7</b>	<b>AP, EV</b>	<b>Group Presentation and Report Submission</b>

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions
Quizzes		5%	20' each	LO1,2,3,4,5	Multiple choice questions, Case study exercises
Individual Writing Assignment		5%		LO1-7	Individual students will choose one of three topics relating to marketing to write about. By using references from the textbook and other sources, students will outline the key aspects of this topic, identify a real-world example, and discuss how marketing principles can be applied to produce a positive outcome.
Case Analysis		5%		LO1-7	Overview: A brief overview of the case. This can also include a strategic analysis of the business and/or an overview of the major issues facing the business. Please do not rehash the case. Present recommendations for the case. Present each recommendation as a slide heading. Then provide analysis and rationale for the recommendation. When appropriate, provide an overview of how the recommendation will be implemented. Overview Summary remarks. Provide a case study update when possible. Questions and Answers.
Class participation and preparation		5%			

Group assignment		10%		LO1-7	<p>Most of cases are selected from good journals in the economic field and other cases are selected from Fulbright Economics Teaching Program. Some authors present more complicated mathematic models in their papers. You are not required to understand and present these models.</p> <p>Each team will include 6-8 students. Each team has maximum 30 minutes to present the case and answer questions.</p> <p>Teams will be formed to present one case approximately from the third week through the semester. Team members should work together to determine their approach and assign individual responsibilities and participations in the presentation. The recommended style for the presentation is presented below.</p>
Mid-term Exam		30%	40'	LO3,5,6,7	Open-ended questions
Final exam		40%	60'	LO1-7	Multiple choice, apr. 50 questions. Other types of questions may be included.
<b>Total</b>		<b>100%</b>			

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		

Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Economics, Finance and Accounting**

**COURSE SYLLABUS**

**Course Name: INTRODUCTION TO MACROECONOMICS**

**Course Code: BA119IU**

**1. General information**

<b>Course designation</b>	<i>This subject will provide the fundamental macroeconomic theories and concepts of economic as they apply within the contemporary work environment.</i>
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai Mr. Duong Minh Hoang
<b>Language</b>	English
<b>Relation to curriculum</b>	<i>Compulsory</i>
<b>Teaching methods</b>	Lecture, lesson, project, seminar.
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	4.62 ECTS
<b>Required and recommended prerequisites for joining the course</b>	None

<b>Course objectives</b>	<p>This course is designed to introduce students to the concepts, models, policies, and analysis in macroeconomics. After taking this course, the students should be able to:</p> <ul style="list-style-type: none"> <li>- Analyze the economic situation in their country and develop plans for effective response.</li> <li>- Measure a country's economic performance and macroeconomic indicators such as unemployment, inflation, the balance of payment, etc.</li> <li>- Understand the effect of various kinds of government policies on the economy and develop activities to deal with the negative effects.</li> </ul>									
<b>Course learning outcomes</b>	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1" data-bbox="448 510 1415 1449"> <thead> <tr> <th data-bbox="448 510 699 566">Competency level</th> <th data-bbox="699 510 1415 566">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 566 699 1059"> <b>Knowledge (I, R)</b> </td> <td data-bbox="699 566 1415 1059"> <p>CLO1. Identifying how to measure a nation's income, cost of living, unemployment rate, and other important macroeconomic indicators in the economy through group assignments/class discussions.</p> <p>CLO2. Explain macroeconomic policies such as monetary policy and fiscal policy, and environmental factors that can affect a country's performance and enhance economic growth.</p> <p>CLO3. Describe the challenges and opportunities that countries are facing today such as inflation, net capital outflow, trade deficit/ surplus, budget deficit/surplus, investment, and national saving, economic fluctuations...</p> </td> </tr> <tr> <td data-bbox="448 1059 699 1379"> <b>Skill</b> </td> <td data-bbox="699 1059 1415 1379"> <p>CLO4. Explain the macroeconomic practices of an organization through assignments and presentations.</p> <p>CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics).</p> <p>CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).</p> </td> </tr> <tr> <td data-bbox="448 1379 699 1449"> <b>Attitude</b> </td> <td data-bbox="699 1379 1415 1449"> <p>CLO7. Apply professional ethics, moral, and proper understanding of integrity, responsibility, accountability.</p> </td> </tr> </tbody> </table>		Competency level	Course learning outcome (CLO)	<b>Knowledge (I, R)</b>	<p>CLO1. Identifying how to measure a nation's income, cost of living, unemployment rate, and other important macroeconomic indicators in the economy through group assignments/class discussions.</p> <p>CLO2. Explain macroeconomic policies such as monetary policy and fiscal policy, and environmental factors that can affect a country's performance and enhance economic growth.</p> <p>CLO3. Describe the challenges and opportunities that countries are facing today such as inflation, net capital outflow, trade deficit/ surplus, budget deficit/surplus, investment, and national saving, economic fluctuations...</p>	<b>Skill</b>	<p>CLO4. Explain the macroeconomic practices of an organization through assignments and presentations.</p> <p>CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics).</p> <p>CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).</p>	<b>Attitude</b>	<p>CLO7. Apply professional ethics, moral, and proper understanding of integrity, responsibility, accountability.</p>
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<b>Content</b>	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Learning levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="448 371 1414 1245"> <thead> <tr> <th data-bbox="448 371 1187 427">Topic</th> <th data-bbox="1187 371 1315 427">Weight</th> <th data-bbox="1315 371 1414 427">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 427 1187 483">Measuring a Nation's Income</td> <td data-bbox="1187 427 1315 483">1</td> <td data-bbox="1315 427 1414 483">I, T</td> </tr> <tr> <td data-bbox="448 483 1187 539">Measuring Cost of Living</td> <td data-bbox="1187 483 1315 539">1</td> <td data-bbox="1315 483 1414 539">I, T</td> </tr> <tr> <td data-bbox="448 539 1187 595">Production and Growth</td> <td data-bbox="1187 539 1315 595">1</td> <td data-bbox="1315 539 1414 595">I,T, U</td> </tr> <tr> <td data-bbox="448 595 1187 651">Saving, Investment and Financial Investments</td> <td data-bbox="1187 595 1315 651">1</td> <td data-bbox="1315 595 1414 651">T, U</td> </tr> <tr> <td data-bbox="448 651 1187 707">Unemployment Rate</td> <td data-bbox="1187 651 1315 707">1</td> <td data-bbox="1315 651 1414 707">I, T</td> </tr> <tr> <td data-bbox="448 707 1187 763">The Monetary System</td> <td data-bbox="1187 707 1315 763">2</td> <td data-bbox="1315 707 1414 763">I, T</td> </tr> <tr> <td data-bbox="448 763 1187 819">Money Growth &amp; Inflation</td> <td data-bbox="1187 763 1315 819">1</td> <td data-bbox="1315 763 1414 819">I, T</td> </tr> <tr> <td data-bbox="448 819 1187 875">Open- Economy Macroeconomics: Basic Concepts</td> <td data-bbox="1187 819 1315 875">1</td> <td data-bbox="1315 819 1414 875">I, T</td> </tr> <tr> <td data-bbox="448 875 1187 931">A Macroeconomic Theory of the Open Economy.</td> <td data-bbox="1187 875 1315 931">1</td> <td data-bbox="1315 875 1414 931">T, U</td> </tr> <tr> <td data-bbox="448 931 1187 987">Aggregate Demand and Aggregate Supply</td> <td data-bbox="1187 931 1315 987">2</td> <td data-bbox="1315 931 1414 987">I, T</td> </tr> <tr> <td data-bbox="448 987 1187 1144">The Influence of Monetary and Fiscal Policies on Aggregate Demand</td> <td data-bbox="1187 987 1315 1144">2</td> <td data-bbox="1315 987 1414 1144">T, U</td> </tr> <tr> <td data-bbox="448 1144 1187 1245">Short-run tradeoffs between inflation and the unemployment rate</td> <td data-bbox="1187 1144 1315 1245">1</td> <td data-bbox="1315 1144 1414 1245">T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Measuring a Nation's Income	1	I, T	Measuring Cost of Living	1	I, T	Production and Growth	1	I,T, U	Saving, Investment and Financial Investments	1	T, U	Unemployment Rate	1	I, T	The Monetary System	2	I, T	Money Growth & Inflation	1	I, T	Open- Economy Macroeconomics: Basic Concepts	1	I, T	A Macroeconomic Theory of the Open Economy.	1	T, U	Aggregate Demand and Aggregate Supply	2	I, T	The Influence of Monetary and Fiscal Policies on Aggregate Demand	2	T, U	Short-run tradeoffs between inflation and the unemployment rate	1	T, U
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<b>Study and examination requirements</b>	<ul style="list-style-type: none"> <li>- Attend more than 80% of contact hours in order to be accepted to the final examination</li> <li>- Actively participate in class activities</li> <li>- Fulfill tasks given by the instructor after class</li> <li>- Use their own laptop in class only for learning purposes</li> <li>- Read the textbook in advance</li> <li>- Access the course Blackboard for up-to-date information and material of the course.</li> </ul>																																							

<b>Reading list</b>	<p><b>Main textbooks:</b></p> <p><i>Mankiw, N.G., 2017, Principles of Macroeconomics or Principles of Economics, 8th Edition, South-Western, Cengage Learning. (Version 1)</i></p> <p><i>or Mankiw, N.G., 2017, Principles of Economics, 8th Edition, South-Western, Cengage Learning (Version 2)</i></p> <p><i>(These two versions of the textbooks are similar in main contents and chapters. If you have obtained a copy of version 2 for Introduction to Microeconomics then you can reuse the textbook for this class.)</i></p> <p>Other data sources:</p> <p>[1] Wall Street Journal: <a href="http://www.ws.com">www.ws.com</a></p> <p>[2] Yahoo Finance: <a href="http://finance.yahoo.com">http://finance.yahoo.com</a></p> <p>[3]. Bloomberg Net: <a href="http://www.bloomberg.com">www.bloomberg.com</a></p> <p>[4] Financial Times: <a href="http://www.ft.com">www.ft.com</a></p> <p>[5] IMF: <a href="http://www.imf.org">www.imf.org</a></p> <p>[6] World Bank: <a href="http://www.worldbank.com">www.worldbank.com</a></p> <p>[7] ADB: <a href="https://www.adb.org">https://www.adb.org</a></p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

CLOs	PLOs					
	1	2	3	4	5	6
1	x	X	x	x	x	x
2	x	X	x	x	x	x
3	x	X	x	x	x	x
4		X	x	x	x	x
5			x	x	x	x
6			x	x	x	x
7			x	x	x	x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Measuring a nation's income <ul style="list-style-type: none"> <li>● Measurement of GDP</li> <li>● Components of GDP</li> <li>● Characteristics of GDP</li> <li>● Real versus Nominal GDP</li> <li>● GDP and Economic Well-Being</li> </ul>	1,2,5	Tests Peer evaluations Class-performance evaluations	Lecture, Group discussion, Group's assignment guidelines	Textbook, Chapter 23

2	<p>Measuring the Cost of Living</p> <ul style="list-style-type: none"> <li>• The Consumer Price Index</li> <li>• Correcting Economic Variables for the</li> <li>• Effects of Inflation</li> <li>• GDP Deflator versus Consumer Price Index</li> <li>• Real and Nominal Interest Rate</li> </ul>	1,2,5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 24
3	<p>Production and Growth</p> <ul style="list-style-type: none"> <li>• Economic Growth around the World</li> <li>• Productivity: Its Role and Determinants</li> <li>• Economic Growth and Public Policies.</li> <li>• The Importance of the Long-term growth.</li> </ul>	1-3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 25
4	<p>Saving, Investment and the country's financial system</p> <ul style="list-style-type: none"> <li>• Financial institutions in the US. Economy</li> <li>• Saving, Investment in the national income</li> <li>• Accounts</li> <li>• Market for loanable fund</li> </ul>	1,4	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 26
5	<p>Unemployment and Its Natural Rate</p> <ul style="list-style-type: none"> <li>• Identifying Unemployment</li> <li>• Job Search</li> <li>• Minimum-Wage Laws</li> <li>• Unions and Collective Bargaining</li> <li>• Theories of Efficiency Wages</li> </ul>	1,2, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 28
6 + 7	<p>The Monetary System</p> <ul style="list-style-type: none"> <li>• The Meaning of Money</li> <li>• The Federal Reserve System</li> </ul>	1,4,5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 29

	<ul style="list-style-type: none"> <li>• Banks and the Money Supply</li> </ul>				
8	<p>Money Growth and Inflation</p> <ul style="list-style-type: none"> <li>• The Classical Theories of Inflation</li> <li>• The Costs of Inflation</li> </ul>	1, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 30
9	Midterm				
10	<p>Open-Economy Macroeconomics: Basic Concepts</p> <ul style="list-style-type: none"> <li>• The International Flows of Goods and Capital</li> <li>• The Price of International Transactions: Real and Nominal Exchange Rate</li> <li>• The First Theory of Exchange rate determination:</li> <li>• Purchasing Power Parity</li> </ul>	1,2,3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 31 Case study: The Nominal Exchange rate during a hyperinflation
11	<p>A Macroeconomic Theory of the Open Economy.</p> <ul style="list-style-type: none"> <li>• Supply and Demand for Loanable Funds and For Foreign Currency Exchange</li> <li>• Equilibrium in the Open Economy</li> <li>• How policies and Events affect an Open Economy</li> </ul>	2-4	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 32
12 + 13	<p>Aggregate Demand and Aggregate Supply</p> <ul style="list-style-type: none"> <li>• Three key facts about the economic fluctuation.</li> <li>• Explaining short-run economic fluctuation</li> <li>• The aggregate Demand Curve (AD)</li> <li>• The Aggregate Supply</li> </ul>	1-5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion Submission of group assignments.	Textbook, Chapter 33

	<p>Curve (AS)</p> <ul style="list-style-type: none"> <li>Two causes of economic fluctuations</li> </ul>				
14+15	<p>The Influence of Monetary and Fiscal Policies on Aggregate Demand</p> <ul style="list-style-type: none"> <li>How Monetary policy influences Aggregate Demand?</li> <li>How fiscal policy influences Aggregate demand</li> <li>Using policies to stabilize the economy.</li> </ul>	4, 6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 34
16	<p>The Short-run trade-off between inflation and unemployment.</p> <ul style="list-style-type: none"> <li>The Phillips Curve</li> <li>Shifts in the Phillips curve: The role of Expectation</li> <li>Shifts in the Phillip curves: the Role of supply shocks</li> <li>Cost of reducing inflation</li> </ul>	LO3-6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook: Chapter 35
17	<b>Final exam</b>				

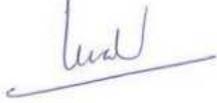
#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
<b>In-class exercises/quizzes (10%)</b>	70 %Pass						
<b>Homework exercises (20%)</b>	70 %Pass						
<b>Mid-term exam (30%)</b>	70 %Pass						
<b>Final exam (40%)</b>	70 %Pass						

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><i>Vice Dean of School</i></p>  <p><b>Lê Văn Chơn</b></p>
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# VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY

## COURSE SYLLABUS

### General Law

#### PE021IU

#### 1. General information

<b>Department</b>	Office of Academic Affairs
<b>Course classification</b>	Foundation course
<b>Course designation</b>	Face to face
<b>Semester(s) in which the course is taught</b>	All semesters in each academic year
<b>Person responsible for the course</b>	Dr. Vo Tuong Huan LLM. Bui Doan Danh Thao
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Student-centred approach
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 127.5 hours Contact hours (lecture, in class discussions): 37.5 hours (=45 periods) Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	N/A

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

<b>Course objectives</b>	<p>The overarching aims of this course are to:</p> <ul style="list-style-type: none"> <li>• Provide essential knowledge of Vietnamese legal system through integrated technology and real cases for social and cultural sustainability.</li> <li>• Raise awareness of responsibility toward others and how to stand for ending all types of legal violations, <b>especially corruption in various social contexts</b>.</li> <li>• Practice necessary skills to act as an ambassador to ensure social fairness and global equitable rights.</li> <li>• Use integrated online legal resources and communication tools to help the community to identify issues and develop countermeasures.</li> </ul>									
<b>Course learning outcomes</b>	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1" data-bbox="488 604 1427 1507"> <thead> <tr> <th data-bbox="488 604 724 684"><b>Competency level</b></th> <th data-bbox="724 604 1427 684"><b>Course learning outcome (CLO)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="488 684 724 1073">Knowledge</td> <td data-bbox="724 684 1427 1073"> <p>CLO1. Apply appropriate legal knowledge in the Vietnamese legal system to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.1. Apply general knowledge on state and law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.2. Apply principle legal norms in some law branches such as constitution, civil, criminal, labor and administrative law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> </td> </tr> <tr> <td data-bbox="488 1073 724 1272">Skill</td> <td data-bbox="724 1073 1427 1272"> <p>CLO2. Communicate knowledge in the Vietnamese legal system to encourage people to raise their legal rights aiming for fair social/cultural moves.</p> <p>CLO3. Integrate ICTs to solve legal issues in <b>various social contexts</b>.</p> </td> </tr> <tr> <td data-bbox="488 1272 724 1507">Attitude</td> <td data-bbox="724 1272 1427 1507"> <p>CLO4. Detect the responsibility to ensure social and cultural fairness, <b>including ending corruption</b>, in <b>various social contexts</b> through understanding importance of law in social contexts.</p> <p>CLO5. Respond to the base for coexistence in <b>various social contexts</b>.</p> </td> </tr> </tbody> </table>		<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	Knowledge	<p>CLO1. Apply appropriate legal knowledge in the Vietnamese legal system to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.1. Apply general knowledge on state and law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p> <p>CLO1.2. Apply principle legal norms in some law branches such as constitution, civil, criminal, labor and administrative law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.</p>	Skill	<p>CLO2. Communicate knowledge in the Vietnamese legal system to encourage people to raise their legal rights aiming for fair social/cultural moves.</p> <p>CLO3. Integrate ICTs to solve legal issues in <b>various social contexts</b>.</p>	Attitude	<p>CLO4. Detect the responsibility to ensure social and cultural fairness, <b>including ending corruption</b>, in <b>various social contexts</b> through understanding importance of law in social contexts.</p> <p>CLO5. Respond to the base for coexistence in <b>various social contexts</b>.</p>
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<b>Content</b>	<p>The course will introduce students to Vietnamese legal systems. In particular, students will understand their rights and obligations in the Constitution, Criminal law, administrative law, civil law, labor law and enterprise law of Vietnam. From this, students will raise awareness towards their responsibility to ensure justice, <b>including ending corruption</b>, in society.</p>									
<b>Examination forms</b>	<p>Multiple choice questions Case-based exams Essay exams Oral exams</p>									

<b>Study and examination requirements</b>	<p>To pass this course, the students must:</p> <ul style="list-style-type: none"> <li>• Achieve a composite mark of at least 50; and</li> <li>• Make a satisfactory attempt at all assessment tasks (see below).</li> </ul> <p><b>GRADING POLICY</b></p> <p>Grades can be based on the following:</p> <table border="1" data-bbox="488 401 1430 604"> <tr> <td>Assignment</td> <td>20%</td> </tr> <tr> <td>Midterm examination</td> <td>30%</td> </tr> <tr> <td>Final examination</td> <td>50%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </table> <p><b>COURSE POLICIES</b></p> <p><b>Attendance</b></p> <p>Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment. Exemptions may only be made on eligible medical grounds.</p> <p><b>Workload</b></p> <p>It is expected that the students will spend at least <i>six</i> hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.</p> <p>Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.</p> <p><b>General Conduct and Behaviour</b></p> <p>The students are expected to conduct themselves with consideration and respect for the needs of fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. The use of laptops is also encouraged during law lessons only to search for materials online. More information on student conduct is available on <a href="#">the university webpage</a>.</p> <p><b>Keeping informed</b></p> <p>The students should take note of all announcements made in lectures or on the course's Blackboard, and another announced mean of communications. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.</p> <p><b>Academic honesty and plagiarism</b></p> <p>Plagiarism is the presentation of the thoughts or work of another as one's own. Students are also reminded that careful time management is an important part of the study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and</p>	Assignment	20%	Midterm examination	30%	Final examination	50%	<b>Total</b>	<b>100%</b>
Assignment	20%								
Midterm examination	30%								
Final examination	50%								
<b>Total</b>	<b>100%</b>								

	<p>the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.</p> <p><b>Special consideration</b></p> <p>Requests for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs. Absence on the Mid-term is not allowed, or in special cases approved by Lecturer can be replaced with relevant Assignment.</p> <p><b>Meeting up with the lecturers after classes</b></p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p>
<p><b>Reading list</b></p>	<p>Please note that it is very important to gain familiarity with the subject matter in the readings and cases available on Blackboard and the internet <i>before</i> attendance in classes.</p> <p><b>Required Course Texts and Materials</b></p> <p><u>Legal Texts:</u></p> <ol style="list-style-type: none"> <li>1. Constitution of Vietnam - 2013</li> <li>2. Civil Code of Vietnam - 2015</li> <li>3. Criminal Code of Vietnam – 2015 (amended in 2017)</li> <li>4. Law on Law on Handling of Administrative Violations 2012</li> <li>5. Law on Enterprises – 2020</li> <li>6. Labour Code 2019</li> <li>7. Law on anti-corruption 2018</li> </ol> <p>Available at <a href="https://luatvietnam.vn/">https://luatvietnam.vn/</a> or Blackboard</p> <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• PGS.TS. Phan Trung Hien, <i>Giáo trình Pháp Luật Đại cương</i>, NXB Chính Trị Quốc Gia Sự Thật 2022.</li> <li>• Mai Hong Quy (Chief Editor) (2<sup>nd</sup> 2017), <i>Introduction to Vietnamese Law</i>, Hong Duc Publishing House.</li> </ul> <p><u>Additional materials provided in Blackboard</u></p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However, this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the added benefit of class interaction and demonstration.</p> <p><b>Optional Course Texts and Materials</b></p> <p><u>Recommended Internet sites</u></p> <p><a href="#">UNCTAD</a> (United Nations Conference on Trade and Development)</p> <p><a href="#">WTO</a> (World Trade Organization)</p> <p><a href="#">MOIT - Vietnam</a> (Official website of Ministry of Industry and Trade)</p> <p><a href="#">MPI - Vietnam</a> (Official website of Ministry of Planning and Investment)</p>

	<p><b><u>Other Resources, Support and Information</u></b></p> <p>Additional learning assistance is available for students in this course and will be made available on Blackboard. Academic journal articles are available through connections via the <a href="#">VNU - Central Library</a>. Recommended articles will be duly informed to the students.</p> <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Nguyen Phu Trong, <i>Kiên quyết, kiên trì đấu tranh phòng, chống tham nhũng, tiêu cực, góp phần xây dựng đảng và nhà nước ta ngày càng trong sạch, vững mạnh</i>, NXB Chính Trị Quốc Gia Sự Thật 2023.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình luật Hiến pháp Việt nam</i>, NXB Hồng Đức 2023.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật hành chính</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật hình sự Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật dân sự Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật lao động Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình pháp luật về chủ thể kinh doanh</i>, NXB Hồng Đức 2022.</li> </ul>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (SLO) (1-5) and Program/Student Learning Outcomes (PLO/SLO) (1 - 10) is shown in the following table:

SLO	PLO/SLO									
	1	2	3	4	5	6	7	8	9	10
1	R,M					R,M	R,M	R,M	R,M	R,M
2			R,M							
3			R,M							
4				R,M						
5					R,M					

*R: Reinforced*

*M: Mastery*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<p><b>Introduction to State</b></p> <ul style="list-style-type: none"> <li>• What is State?</li> <li>• Nature of state</li> <li>• Forms of state</li> <li>• Functions of state</li> <li>• Introduction to structure of Vietnamese state</li> </ul>	1-5 (level I - introduced)	<p>Tests</p> <p>Peer evaluations</p> <p>Class-performance evaluations</p>	<p>Discussions</p> <p>Case studies</p>	<p>PPT - Introduction to Vietnamese legal system available on Blackboard</p>

2	<p><b>Introduction to law?</b></p> <ul style="list-style-type: none"> <li>• What is law?</li> <li>• Nature of law</li> <li>• Forms of law</li> <li>• Structure of law</li> <li>• Categorization of legal system.</li> <li>• Enforcement</li> <li>• Breach of law and liabilities for breach of law</li> <li>• Introduction to structure of Vietnamese legal system</li> </ul>	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard
3	<p><b>Constitutional Law</b></p> <ul style="list-style-type: none"> <li>• General introduction on Vietnamese Constitution and its nature and basic principles.</li> <li>• Political, economic and other regimes of Vietnam</li> <li>• Basic rights and responsibilities of citizens. Relationship between citizens and the State.</li> <li>• Structure, functions and duties of Vietnamese state, especially in prevention of corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard  Constitution 2013 available on Blackboard
4	<p><b>Constitutional Law (Cont)</b></p> <ul style="list-style-type: none"> <li>• Structure and functions and duties of Vietnamese state</li> <li>• Duties of the state in prevention of corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard  Constitution 2013 available on Blackboard
5	<p><b>Administrative Law</b></p> <ul style="list-style-type: none"> <li>• Definition and nature of administrative law</li> <li>• Administrative law violations</li> <li>• Liabilities for breach of administrative law, exemption from the liability</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies and law on anti-corruption	PPT– Administrative law available on Blackboard  Law on handling administrative violations 2012, and Law on anti-corruption 2018 available on Blackboard
6	<p><b>Criminal Law</b></p> <ul style="list-style-type: none"> <li>• Definition and nature of criminal law</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance	Discussions Case studies, especially cases related	PPT– Criminal law available on Blackboard

	<ul style="list-style-type: none"> <li>Crimes</li> <li>Punishments</li> </ul>		evaluations	to corruption	Criminal code 2015 available on Blackboard
7	<b>Criminal Law (Cont)</b> <ul style="list-style-type: none"> <li>Crimes related to corruption</li> <li>Punishments for corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies, especially cases related to corruption	PPT– Criminal law available on Blackboard  Criminal code 2015 available on Blackboard
8	<b>Revision for mid-term exam</b>		Quizzes Projects		
9	<b>Civil Law (Part I)</b> <ul style="list-style-type: none"> <li>Definition and nature Civil law relationship</li> <li>Subject of civil law</li> <li>Property and ownership</li> <li>Civil transactions</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
10	<b>Civil Law (Part II)</b> <ul style="list-style-type: none"> <li>Contracts</li> <li>Definitions</li> <li>Formation of contracts</li> <li>Validity of contracts</li> <li>Liability for breach of contracts</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
11	<b>Civil Law (Part III)</b> <ul style="list-style-type: none"> <li>Inheritance</li> <li>Testamentary inheritance</li> <li>Intestacy</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
12	<b>Law on Enterprises</b> <ul style="list-style-type: none"> <li>Introduction to law on enterprises</li> <li>Introduction to forms, features, establishment, reorganization and dissolution of an enterprise</li> </ul>	1-5 (Level I - Introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Law on enterprises available on Blackboard  Law on enterprises 2020 available on Blackboard
13	<b>Labor Law</b> <ul style="list-style-type: none"> <li>Definition, and nature of labour law</li> <li>Employees and employers</li> <li>Working time, and resting time</li> <li>Salary (including salary for overtime working hours)</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Labor law available on Blackboard  Labor code 2019 available on Blackboard
14	<b>Labour Law (Cont.)</b>	1-5 (Level M -	Tests Peer evaluations	Discussions Case studies	PPT– Labor law available on

	<ul style="list-style-type: none"> <li>• Employment contracts</li> <li>• Labor disciplines</li> <li>• Dispute settlements</li> </ul>	Mastery)	Class-performance evaluations		Blackboard Labor code 2019 available on Blackboard
15	<b>Revision/ Tutoring classes</b>		Quizzes Projects		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
In class evaluation (20%)	70% pass	80% pass	100% pass	100% pass	100% pass
Midterm examination (30%)	70% pass	80% pass	100% pass	100% pass	100% pass
Final examination (50%)	70% pass	80% pass	100% pass	100% pass	100% pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

No.	CLOs	Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
1	CLO 1	<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
2		<b>Originality and usefulness of the analysis</b>	Shows no ability to identify legal issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify legal issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
3		<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs.  Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly
4	CLO2	<b>Use of frameworks</b>	Shows no effort to structure	Shows limited ability to structure	Shows effort to link problems with the theoretical	Shows ability to structure problems in	Shows ability to structure problems in correspondence to

			problems in correspondence to theoretical frameworks	problems in correspondence to theoretical frameworks	frameworks. There are still some mistakes	correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	theoretical frameworks correctly. The problems are well resolved
5		<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

*Ho Chi Minh City, May 2023*  
*Head of Office of Academic Affairs*

*Huỳnh Khả Tú*



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**Course Name: Introduction to Psychology**

Course Code: BA118IU

**1. General information**

Course designation	Psychology principles and theories include methodology and brief analysis of major content areas ranging from development, perception, and learning to motivation/emotion, personality, and social processes. BA197IU - Introduction to Sociology (E) 3 credits This course provides a basic understanding of the nature of social sciences, introduces the fields of sociology and its key themes, and facilitates the development of the awareness of the language and methodology relating to the study of social sciences.
Semester(s) in which the course is taught	1,2
Person responsible for the course	TBA
Language	English
Relation to curriculum	Core/ Elective
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	<p>The chief aims of this course are for students to learn:</p> <ul style="list-style-type: none"><li>o The subject of human behavior, o The methods of social sciences,</li><li>o The resources for continuous learning after the course,</li><li>o The applications in both professional and personal realms, and</li><li>o The enjoyment of learning.</li></ul>
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Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	<p>Toward this Aim, the objectives are that student will:</p> <p>✓Regarding Subjects: Learn how People behave what they see, what they feel, how they work, how they love, what make them happy, and so on. This applies to you, to your career, and to your personal relationships such as with friends, parents, future children, bosses, peers, and opponents.</p> <p>✓The course combines a set of materials covering a wide range of sub-topics. ranging from development and learning to motivation/emotion, personality, health psychology, psychological disorders and social processes. In the addition, the course provides plenty of materials for students to choose their own additional learning.</p> <p>✓Students learn more than just the business world, studying most intimate and important aspects of our life, such as whether we are happy, how we grow up, how we grow old, how the society affects us, and how our body affects us. Since it is a vast field, we will only sample some parts of psychology—those that have to do with important parts of life, and of the business world.</p> <p>✓Regarding Resources: Learn how to use a vast array of information, from websites to scholarly articles to books, so that students can continue to learn, to grow in the understanding of human behavior for the rest of their lives.</p> <p>✓Regarding Methods: Learn how to detect wrong information—what some of them are, how they come about, how they are advocated, why they are wrong, what the is contrary evidence, and how to take the next step.</p>
Skill	<p>Through the way we conduct this class, students will also learn</p> <ul style="list-style-type: none"> <li>- How to work in team</li> <li>- Public presentation skills</li> <li>- Setting your own goal and collaborate with lecturer and classmates to achieve it.</li> <li>- Effective communication: The ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.</li> <li>- Critical argument and judgment: The ability to identify and debate critical issues / problems, as</li> </ul>	

		well as to evaluate financial information, make decisions and reflect critically on the justification for decisions.
	Attitude	<ul style="list-style-type: none"> <li>- Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</li> <li>- Provide professional business presentations (both oral and written)</li> </ul>
Content	<ol style="list-style-type: none"> <li>1. Introduction to the Class</li> <li>2. What is Psychology?</li> <li>3. Sensation and Perception</li> <li>4. Learning</li> <li>5. Human memory</li> <li>6. Intelligence and cognition</li> <li>7. Motives and Feelings</li> <li>8. Human sexuality</li> <li>9. Human Personality</li> <li>10. Health Psychology</li> <li>11. Social Psychology</li> </ol>	
Examination forms	MCQ, short-answer and long-answer questions	
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>	
Reading list	<p>Textbook required: Dennis Coon &amp; John O. Mitterer (2009) Introduction to Psychology –Active Learning Through Modules 12th Ed. WADSWORTH Cengage Learning</p> <p>Reference book: Stephen F. Davis &amp; Joseph J. Palladino (2013) Psychology, 7th Ed., Pearson Custom Publishing.</p> <p>Other professional articles will be assigned as the course progresses.</p>	

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Date	Topic	Reading
Class 1 -07/9	Introduction to the Class What is Psychology?	Modules 1.1
Class 2 – 14/9	Sensation and Perception	Modules 4.1, 4.2, 4.4 4.6, 4.8
Class 3 – 21/9	Learning	Modules 6.1, 6.2 6.3, 6.4, 6.5, 6.6

Class 4- 28/9	Human memory	Modules 7.1, 7.2, 7.4, 7.5, 7.6
Class 5- 05/10	Intelligence and cognition	Modules 8.1, 8.2
Class 6 -12/10	Intelligence and cognition	Modules 8.3, 8.4
Class 7- 19/10	Motives and Feelings	Modules 9.1, 9.2, 9.3
Class 8 – 26/10	Motives and Feelings	Modules 9.4, 9.5, 9.6
02-07/11	Midterm exam week	Covers modules 4, 6, 7, 8 &9
Class 9 -09/11	Human sexuality	Modules 10.1, 10.2, 10.3, 10.4
Class 10- 16/11	Human Personality	Modules 11.1, 11.2, 11.3, 11.4, 11.5, 11.7
Class 11 -23/11	Human Personality	Modules 11.1, 11.2, 11.3, 11.4, 11.5, 11.7
Class 12 -30/11	Health Psychology	Modules 12.1, 12.2, 12.4, 12.5
Class13 - 07/12	Health Psychology	Modules 12.1, 12.2, 12.4, 12.5
Class14 – 14/12	Social Psychology	Modules 15.1, 15.2, 15.4, 15.7
Class 15 – 21/12	Social Psychology	Modules 15.1, 15.2, 15.4, 15.7
28/12	Reserved week	
04 – 16 Jan 2016	Final exam	Covers modules 10, 11, 12 & 15

#### 4. Assessment plan

##### 1. Grading:

- In-process assessment: 30% (assignment +project report + attendance)
- Midterm exam: 30%
- Final exam: 40%
- Total 100%

##### 2. Project Report Team work project: (10%)

Work in team to design an experiment to test certain cause-and-effect relationships in any topics covered in this course that you feel interested. The instructor will give more guidance on this project during the course.

You need to present the project report at the end of the course.

Submitting assignments and project reports

You are required to submit all assignments and project reports via Turnitin.com website. The process is as follows:

- Create a Turnitin account (Turnitin.com) (the course id: 10620435 and the password: 12345)
- Upload your work onto the appropriate assignment folder on Turnitin - Check the similarity percentage
- Re-paraphrase the report and re-submit if similarity >2% for each paragraph

Teamwork rules:

4-5 students/team

If team members are reported not working with the team by other members, they will be excluded from the team and can have two options:

- Do the assignment by themselves without extended deadline
- Get 0 grade for the assignment

Marking Criteria (project report and presentation)	Marks	Learning outcomes/attributes
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Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to analysis	20	Ability to structure problems in support accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision

## 5. Rubrics (optional)

### 5.1. Grading checklist

### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised:**

*Ho Chi Minh City, 10 / June / 2025*

**Dean of School**

**Trịnh Quốc Đạt**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Economics, Finance, and Accounting**

**COURSE SYLLABUS**

**Course Name: Introduction to Sociology**

Course Code: BA197IU

**1. General information**

Course designation	This course provides a basic understanding of the nature of social sciences, introduces the fields of sociology and its key themes, and facilitates the development of the awareness of the language and methodology relating to the study of social sciences.
Semester(s) in which the course is taught	1
Person responsible for the course	TBA
Language	English
Relation to curriculum	Core/ Elective
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	

Course objectives	<p>This introductory course provides students with an understanding of sociology in general as an academic discipline and equips students with an analytical perspective of society and everyday life through sociological theories in particular. Students will have the opportunities to analyze the ways in which people interact and function in social groups. It is a practical as well as theoretical study which includes such subjects as culture, values, and norms, social stratification, conformity, deviance, urban living, social change, and social movements. By learning how to apply theory to empirical examples the students will develop their “sociological imagination” and cultivate an open perspective in trying to understand their behavior, society, and other cultures. This is a writing intensive course and to promote the learning of course material writing assignments will be assigned throughout the semester. In these assignments the students will be able to apply the knowledge they acquire during the course and it will help them polish their critical thinking and writing skills.</p>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="446 766 1404 1892"> <thead> <tr> <th data-bbox="446 766 690 808">Competency level</th> <th data-bbox="690 766 1404 808">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 808 690 1480">Knowledge</td> <td data-bbox="690 808 1404 1480"> <p>After finishing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>· know and understand the underlying concepts and principles of sociology as they relate to the study of business management.</li> <li>· organize ideas gained from theoretical understanding of sociology and apply them to business and management situations</li> </ul> <p>Students should be able to do the following upon completion of this class:</p> <ul style="list-style-type: none"> <li>· Explaining several reasons for studying the sociology.</li> <li>· Identifying and discussing key issues involved in debates about social change in areas such as group and organization, gender, social interaction and network, social structure, culture, etc.</li> <li>· Discussing and analyzing basic common sociological theoretical perspectives</li> <li>· Developing critical thinking skills as course topics are discussed and debated.</li> <li>· Improving writing skills through essays and in-class writing assignments.</li> </ul> </td> </tr> <tr> <td data-bbox="446 1480 690 1774">Skill</td> <td data-bbox="690 1480 1404 1774"> <ul style="list-style-type: none"> <li>• Effective communication: The ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.</li> <li>- Critical argument and judgment: The ability to identify and debate critical issues / problems, as well as to evaluate financial information, make decisions and reflect critically on the justification for decisions.</li> </ul> </td> </tr> <tr> <td data-bbox="446 1774 690 1892">Attitude</td> <td data-bbox="690 1774 1404 1892"> <ul style="list-style-type: none"> <li>- Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</li> </ul> </td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	<p>After finishing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>· know and understand the underlying concepts and principles of sociology as they relate to the study of business management.</li> <li>· organize ideas gained from theoretical understanding of sociology and apply them to business and management situations</li> </ul> <p>Students should be able to do the following upon completion of this class:</p> <ul style="list-style-type: none"> <li>· Explaining several reasons for studying the sociology.</li> <li>· Identifying and discussing key issues involved in debates about social change in areas such as group and organization, gender, social interaction and network, social structure, culture, etc.</li> <li>· Discussing and analyzing basic common sociological theoretical perspectives</li> <li>· Developing critical thinking skills as course topics are discussed and debated.</li> <li>· Improving writing skills through essays and in-class writing assignments.</li> </ul>	Skill	<ul style="list-style-type: none"> <li>• Effective communication: The ability to collect, analyze and organize information and to convey those information clearly and fluently, in both written and spoken forms.</li> <li>- Critical argument and judgment: The ability to identify and debate critical issues / problems, as well as to evaluate financial information, make decisions and reflect critically on the justification for decisions.</li> </ul>	Attitude	<ul style="list-style-type: none"> <li>- Learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</li> </ul>
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Content	<p>Understanding Sociology</p> <p>Culture</p> <p>Social Interaction and Social Structure</p> <p>Groups and Organizations</p> <p>The family and Intimate Relationships</p> <p>Stratification by gender</p> <p>Deviance and Social Control</p>
Examination forms	MCQ, short-answer and long-answer questions
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>Textbook:</p> <ul style="list-style-type: none"> <li>· Schaefer, R. T. (2008), <i>Sociology: A Brief Introduction</i>, 12th ed., McGraw Hill.</li> </ul> <p>Reference Books:</p> <ul style="list-style-type: none"> <li>· Brinkerhoff, D. et al (2011), <i>Essentials of Sociology</i>, 8th edition, Wadsworth.</li> <li>· Marsh, I. and Keating, M. (2006), <i>Sociology – Making Sense of Society</i>, 3rd Edition, Pearson &amp; Prentice Hall.</li> <li>· You will also be asked to read several articles which will be provided in class.</li> </ul> <p>Additional materials provided in Blackboard</p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</p> <p>Recommended Internet sites</p> <p><a href="http://edu.learnsoc.org/">http://edu.learnsoc.org/</a> (Learn Sociology )</p> <p><a href="http://www.sociologyguide.com/">http://www.sociologyguide.com/</a> (Sociology Guide)</p> <p><a href="http://cliffsnotes.com">http://cliffsnotes.com</a> (Cliff's Notes for study)</p> <p><a href="http://openstaxcollege.org">http://openstaxcollege.org</a> (OpenStaxCollege)</p> <p><a href="http://www.pscw.uva.nl/sociosite/TOPICS/Interaction.html">http://www.pscw.uva.nl/sociosite/TOPICS/Interaction.html</a> (Networks, Groups, and Social Interaction)</p> <p><a href="http://www.who.int/">http://www.who.int/</a> (World Health Organization WHO)</p> <p><a href="http://www.undp.org/">http://www.undp.org/</a> (United Nations Development Program UNDP)</p> <p><a href="http://www.cmsny.org/index.htm">http://www.cmsny.org/index.htm</a> (Center for Migration Studies)</p>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	Learning materials and activities
1	<p><b>Understanding Sociology – Part 1</b></p> <p>What is Sociology?</p> <p>Sociology and the Social Sciences</p> <p>Sociology and Common Sense</p> <p>The Sociological Approach</p> <p>Developing a Sociological Imagination</p>	Textbook, Ch.1
2	<p><b>Understanding Sociology – Part 2</b></p> <p>What is Sociological Theory?</p> <p>The Development of Sociology</p>	Textbook, Ch.1
3	<p><b>Understanding Sociology – Part 3</b></p> <p>Major Theoretical Perspectives</p> <p>Functionalist Perspective      Conflict</p> <p>Perspective Feminist Perspective</p> <p>Interactionist Perspective</p>	<p>Discussion Case:</p> <p><i>Looking at Sports from Three Theoretical Perspectives,</i> p.19, q. 1-2</p>
4	<p><b>Culture – Part 1</b></p> <p>Development of Culture Around the World Cultural Universals</p> <p>Innovation</p> <p>Globalization, Diffusion, and Technology Sociobiology</p>	Textbook, Ch. 3

5	<p><b>Culture – Part 2</b></p> <p>Elements of Culture</p> <ul style="list-style-type: none"> <li>Values</li> <li>Norms</li> <li>Language</li> <li>Symbols</li> <li>(Sanctions)</li> </ul>	Textbook, Ch.3, pp. 53- 77
6	<p><b>Culture – Part 3</b></p> <p>Culture and the Dominant Ideology</p> <p>Cultural Variation</p> <ul style="list-style-type: none"> <li>Aspects of Cultural Variation</li> <li>Attitudes toward Cultural Variation</li> </ul>	Textbook, Ch.3, pp. 53- 77
7	<p><b>Social Interaction and Social Structure</b> Social Interaction And Reality</p> <ul style="list-style-type: none"> <li>Defining and Reconstructing Reality</li> <li>Negotiated Order</li> </ul> <p>Elements of Social Structure</p> <ul style="list-style-type: none"> <li>Statuses</li> <li>Social Roles Groups</li> <li>Social Networks and Technology Social Institutions</li> </ul> <p>Social Structure in Global Perspective</p> <ul style="list-style-type: none"> <li>Durkheim's Mechanical and Organic Solidarity</li> <li>Tönnies's Gemeinschaft and Gesellschaft Lenski's Sociocultural Evolution Approach</li> </ul>	<p>Textbook, Ch. 5</p> <p>Discussion Case: <i>Social Networks among Low-Income Women</i> p. 42, q. 1-2</p>
8	<b>Midterm, no class</b>	
9	<p><b>Groups and Organizations – Part 1</b></p> <p>Understanding Groups</p> <p>Types of Groups Studying Small Groups</p>	Textbook, Ch. 6

<p><b>10</b></p>	<p><b>Groups and Organizations – Part 2</b></p> <p>Understanding Organizations</p> <p>    Formal Organizations and Bureaucracies</p> <p>    Characteristics of a Bureaucracy</p> <p>    Bureaucracy and Organizational Culture</p> <p>    Voluntary Associations</p> <p>The Changing Workplace</p> <p>Organizational Restructuring</p> <p>Electronic Communication</p>	<p>Discussion Case:</p> <p><i>Pizza Delivery Employees as a Secondary Group</i></p> <p>p. 131, q. 1-2</p>
<p><b>11</b></p>	<p><b>The family and Intimate Relationships</b> Global View of the Family</p> <p>    Composition: What Is the Family?</p> <p>    Kinship Patterns: To Whom Are We Related?</p> <p>    Authority Patterns: Who Rules?</p> <p>Studying the Family</p> <p>    Functionalist View</p> <p>    Conflict View</p> <p>    Interactionist View</p> <p>    Feminist View</p> <p>Marriage and Family</p> <p>    Courtship and Mate Selection</p> <p>    Variations in Family Life and Intimate Relationships</p> <p>    Child-Rearing Patterns in Family Life</p> <p>Divorce</p> <p>    Statistical Trends in Divorce</p> <p>    Factors Associated with Divorce</p> <p>    Impact of Divorce on Children</p> <p>Diverse Lifestyles</p> <p>    Cohabitation</p> <p>    Remaining Single</p> <p>    Marriage without Children</p> <p>Lesbian and Gay Relationships</p>	<p>Schaefer, Ch.14, pp. 299- 324</p>

12	<p><b>Stratification by Gender</b></p> <p>Social Construction of Gender</p> <p>Gender Roles in the United States Cross-Cultural Perspective</p> <p>Explaining Stratification By Gender</p> <p>The Functionalist View The Conflict Response The Feminist Perspective The Interactionist Approach</p> <p>Women: The Oppressed Majority</p> <p>Sexism and Sex Discrimination Sexual Harassment The Status of Women Worldwide Women in the Workforce of the United States</p> <p>Women: Emergence of a Collective Consciousness</p>	Textbook, Ch. 12
13	<p><b>Deviance and Social Control</b></p> <p>What is deviance</p> <p>Sociological perspectives on deviance</p> <p>Functionalist Approach Interactionist Approach The Conflict Approach</p> <p>Social control</p> <p>Law, ethics, and society</p>	Textbook, Ch. 8

#### 4. Assessment plan

##### 4.1. Grading:

Attendance and participation 30%

Mid-Term Exam (60 minutes) 30%

Final paper, including oral presentation 40%

Total 100%

Students' grade will be based on a possible 100 points by doing the following things.

##### 4.2. Assessment Plan

Attendance and Participation

Participation is valued at 30 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions, asking relevant questions, doing all the homework and quizzes, and good faith efforts to grapple with course material. Gaining a high participation grade, of course, will require the student to attend class regularly and complete all assignments.

Mid-term Exam

Mid-term exam will be worth 30 points. There will be a multiple choice section and a writing section. In the writing section students will have to either answer questions after reading an extracted article, or write a short essay to express their own point of view on some selected topics critically and originally.

#### Final Paper and Oral Presentation

More information, including a list of possible topics and rules about teamwork, will be provided in a separate handout.

#### A. GENERAL GUIDELINES:

1. Choose only one topic from the list provided by the lecturer.
2. Read the relevant chapters in the textbook to make sure you apply appropriate sociological theories in your paper.
3. Collect information and/or data to write your paper.
4. students can do the paper and presentation individually or in group.

#### B. GRADE COMPONENTS FOR ORAL PRESENTATION (60 points – this will be converted to the 40% respective ratio of the total course grade)

1. Student(s) will present their paper to the class for discussion.
2. Group members can arrange among themselves about how many people will do the presentation, and who those people are.
3. Length of presentation: minimum 15 minutes, maximum 30 minutes. Q&A session: 10- 30 minutes.

#### 4. Grading components:

- ✓ Quality of slideshow: 20 points
  - ✓ Good verbal presentation: 15 points
  - ✓ Cohesion of ideas and arguments: 10 points
  - ✓ Good Q&A session: 15 points
5. Students who ask good questions or provide excellent comments will get bonus points. Depending on the quality of the question/comment, the student will get from 2 to 5 points for each question s/he poses to the presenter(s). Excellent response and/or sharing from the audience will also get bonus points.

#### C. GRADE COMPONENTS FOR FINAL PAPER (40 points – this will be converted to the 40% respective ratio of the total course grade)

- Based on the questions and comments the student(s) received during the oral presentation, modify and correct all errors and mistakes in the slides and paper.
- One week after the date of presentation, send in both hard copy (printed sheets) and soft copy (PowerPoint and MS Word files) of the paper and presentation to the lecturer.

#### Grading components:

- ✓ Applying appropriate theories: 15 points
- ✓ Good data, statistics, and/or illustrations: 10 points
- ✓ Incorporation of feedback & comments from presentation: 10 points
- ✓ Good overall format, including list of appendices/references/bibliography: 05 points

**Marking Criteria (project report and presentation)**

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision

***Class participation***

Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.

**5. Rubrics (optional)****5.1. Grading checklist****5.2. Holistic rubric**

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

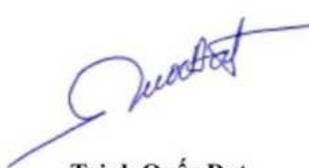
#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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## SYLLABUS

### GEOGRAPHY OF WORLD ECONOMY

1. **Code:**
2. **Number of Credits:** 3 Credits
3. **Prerequisites:** You should read the materials assigned before the class, as it will facilitate your understanding.
  
4. **Course Description:**
  - Course provides various dimensions of the world economy geography (WEG) in the age of globalization.
  - In a world, the trend of global trade is increasingly vital, WEG is an imperative for all who wish to know what is happening to their global economy.
  - Course gives the very basic concepts and terms in studying economic geography.
  - In economic aspects, it concerns:
    - the varied ways of people earning,
    - the patterns of human activities to produce,
    - the distributed and consumed good and services, and
    - the geographic framework of world trade and business.
  - The lectures will have an emphasis on geographic changes in the world economy.
  - We will examine the geographic organization of economic activity around the world at different geographical scales (global, regional and local) as well as the relationship between geographic conditions and economic development in different states
  - Course requires critical thinking on current economic and social problems from a geographic perspective.
  
5. **Overall Education Objectives/ Learning Outcomes:**  
 After the course, students are able to:
  - understand the basic concepts.
  - be aware of the relationship between geographic conditions and economic development.
  - understand the distribution and migration of human in the process of the economic growth.
  - classify and analyze principles of location.
  - differentiate relationships of economic interdependence of the states,
  - understand of the characteristics of transnational corporations (TNCs) and regional economic blocs.
  
6. **Course Outline:**
  - Chapter 1: Introduction to Geography and Economic Geography
    - Concepts of world geography and world economic geography
    - The geography and world economy
    - The world economy and world environment
  - Chapter 2: Population - Population and World Economy
    - World population and world economy
  - Chapter 3: World Patterns and Regional Trends
    - Economic growth and Economic development

- Resource patterns and population  
 Developed group and Developing groups
- Chapter 4: Geographic Conditions and Economic Development  
 History of world economic  
 Economic structure  
 Economic patterns  
 Natural resources and world economy
- Chapter 5: Globalization in Economic Development – The Role of Multinational Corporations (MNCs)/ Transnational Corporations (TNCs)  
 Economic globalization  
 Economic groups and their relationship  
 The MNCs/TNSc and the world income stream
- Chapter 6: Adjusting to a New Global Economy  
 Economic change  
 Spatial outcomes of economic integration

**7. Course Assessment Policy:**

- Attendance: 10 %
- Assignment Group discussion: 10 %
- Presentation: 10 %
- Mid-term Exam: 30 %
- Final Paper: 40 %

**8. Textbooks and Other Required Materials:**

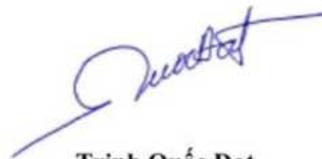
Paul Knox, John Agnew and Linda McCarthy (2003). *The Economic of the World Economy*. Arnold. London.

**References:**

- Anthony R.S., Frederick P.S. (1994). *World Economy – Resources, Location, Trade, and Development*. Macmilian College Publishing Company. New York
- Jerome Fellmann, Arthur and Judith Getis (1997). *Human Geography: Landscapes of Human Activities*. Brown & Benchmark.
- William Norton. (1998). *Human Geography*. Oxford University Press. New York.

*Ho Chi Minh City, 10 / June / 2025*

***Dean of School***



**Trịnh Quốc Đạt**

## VIETNAM HISTORY AND CULTURE

1. **Name of course:** LỊCH SỬ VĂN HOÁ VIỆT NAM – VIETNAM HISTORY AND CULTURE (PE010IU)
2. **Lecturer:** Prof. Vo Van Sen
3. **Number of Credits:** 3
4. **Level:** 1<sup>st</sup> year student
5. **Time allocation:**
  - Lecture: 3 hrs/ week
  - Lab: none
  - Homework, Assignment: 3 hrs/ week
6. **Prerequisites:** (None)
7. **Course Objectives:**
  - To provide the students with basic understanding of the Vietnamese history and culture from historical perspectives
  - To equip students with the strategies and methods required to recognize deeply the fundamental transformations in Vietnamese history from the primitive era till now and the various elements of Vietnamese civilization and culture
  - To encourage a positive attitude towards Vietnamese Studies as a regional studies, to build up the students' confidence in independent research on Vietnamese history and culture and culture as well as to raise their historical, socio – cultural awareness.

### 8. Student responsibility

Student is expected that you will spend at least 6 hours per week studying this course. This time should be made up of reading, working on exercises and problem, group assignment and attending class lectures and tutorials. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted.

### 9. Course Assessment Policy:

The continuous assessment, including class attendance, the mid – year test, papers or reports and final examination, will be as follows:

- |                                    |     |
|------------------------------------|-----|
| - Class attendance                 | 10% |
| - Midterm test (written test)      | 30% |
| - Papers or reports                | 20% |
| - Final Examination (written test) | 40% |
- The midterm and final examinations will be conducted during University examination periods

## METHODS AND ASVICE ON STUDYING

1. Class preparation:

The teaching method will include lecturers, group discussions and individual presentations. Students must actively participate in class. Enthusiasm to read academic materials in both Vietnamese and Japanese. The emphasis will be on basic knowledge and method for the further independent researches on Vietnamese studies. Class discussions in Vietnamese provide the opportunities to rehearse his or her oral academic language in variety of ways

2. The audio – visual instruments will also to help students get overview of some current news, forms of music or arts and related historic events. Student may use computer to search some necessary information on NET. The instructor will introduce to some good URL for students’ research.
3. Self study and short Reports:  
Students should prepare a class file of his own. A group work or individual short reports will be proposed. Student will practice the writing of academic papers and reports in order to build up students’ independent research skills. This will be considered as one of very important skills required by this course.

#### 10. Textbooks and Other Required Materials:

- ... Le Mau Han, Tran Ba De, Nguyen Van Thu, .... Over view of Vietnamese history (Dai cuong lich su Viet Nam), volume 1, 2, 3 publisher of Education, Hanoi, 1998.
- Uy ban Khoa hoc Xa hoi Viet Nam, History of Vietnam, Vol I, II, Social Science Publisher, Hanoi, 1976
- Tran Ngoc Them, Fundamentals of Vietnamese Culture, Social sciences Publisher, Hanoi, 1996
- Nguyen Khac Vien, Vietnam - Along history, The gioi publishers, Ha noi, 1993

#### RECOMMENDED READING

- Oscar Chapuis, A History of Vietnam from Hong Bang to Tu Duc, Greenwood Press, Connecticut, 1995.
- Stanley Karnow, Vietnam: A history. The Viking press, New York, 1983
- Jaynes S. Werner and Luu Doan Huynh (ed. ), the Vietnam War – Vietnamese and American Perspectives. New York: M. E. Sharpe, 1993
- B Woodside, Vietnam and the Chinese Model: A comparative study of Vietnamese and Chinese government in the first half of the nineteenth century. Cambridge, MA: Harvard University Press, 1988

#### 11. Grade scale: 100

#### 12. Course Outline:

The course deals with many various topics on Vietnamese history and culture. Within 15 weeks with plan of content as follows:

- Week 1: Introduction to some main characteristics of Vietnamese history and culture. Van Lang – Au Lac State and the first civilization of Vietnam
- Week 2: Long March to independence (1<sup>st</sup> B.C century to 10<sup>th</sup> century A. D). Sinicization and Desinicization during the domination by Chinese feudalism.
- Week 3: The centralized independent States (10<sup>th</sup> to 14<sup>th</sup> centuries). Dai Viet Civilization (Ly – Tran cultural era)
- Week 4: A new stage in the feudal monarchy: the Le dynasty (15<sup>th</sup> to 17<sup>th</sup> centuries). The peasant war and the Tay Son era (17<sup>th</sup> to 18<sup>th</sup> centuries).
- Week 5: Vietnam under Nguyen Dynasty: losing its independence, Socio – economic transformation in French Indochina
- Week 6: The people’s struggles against the French domination in the late 19<sup>th</sup> and the early 20<sup>th</sup> centuries and Founding of the Vietnamese communist Party
- Week 7: Mid term exam
- Week 8: The National Democratic Movement 1930 – 1945, the 1945 August Revolution and the formation of Democratic Republic of Vietnam
- Week 9: “The resistant War against French colonialists” (1945 -1954)
- Week 10: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (1)
- Week 11: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (2)
- Week 12: Renovation in Vietnam (“doimoi”)
- Week 13: Westernization and de- westernization in Vietnamese culture
- Week 14: Seminar (“some key characteristics of Vietnamese History and Culture”)
- Week 15: Final Exam

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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## COURSE SYLLABUS

**Course Name: Math for Business**

**Course Code: BA282IU**

### 1. General information

Course designation	<i>The course will provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. More specifically, the course will introduce the basic theory and concepts of Calculus, Linear Algebra and Optimization, with applications to management, economics, finance. Included topics are Mathematical Functions, Vectors and Matrices, Differentiation and Integration, Linear Programming.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai Mr. Duong Minh Hoang
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 170 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 50 Private study including examination preparation, specified in hours: 120

Credit points	6.16 ECTS	
Required and recommended prerequisites for joining the course	None	
Course objectives	The course aims to provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. The course will also provide students with the mathematical framework and a scientific approach of modelling business and economic behavior.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Attitude</b>	<b>CLO1. Express well considered opinion on problems relating to business using mathematical reasoning and be able to work within teams.</b> <b>CLO2. Develop confidence in applying mathematical principles to analyze and interpret quantitative data in a business context.</b>
	<b>Knowledge</b>	<b>CLO3. Recognize and become familiar with linear equations and nonlinear equations.</b> <b>CLO4. Understand and become familiar with differentiation and matrices.</b> <b>CLO5. Become familiar with linear programming.</b>
	<b>Skills</b>	<b>CLO6. Enhance critical thinking skills by evaluating and interpreting mathematical results in the context of business situations and making recommendations based on quantitative analysis.</b>

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Linear and Non-linear Equations</b>	<b>2</b>	<b>I, T</b>
	<b>Mathematics of Finance</b>	<b>3</b>	<b>I, T</b>
	<b>Differentiation application of differentiation review</b>	<b>3</b>	<b>T</b>
	<b>Partial differentiation</b> <b>Unconstrained optimization</b> <b>Constrained optimization</b> <b>Lagrange Multipliers</b>	<b>2</b>	<b>I, T, U</b>
	<b>Matrix</b>	<b>2</b>	<b>I, T</b>
	<b>Linear Programming</b>	<b>1</b>	<b>I, T, U</b>
	<b>Integration application</b>	<b>1</b>	<b>T, U</b>
Examination forms	Multiple choice questions, short-answer questions, problem-solving questions.		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Ian Jacques, Mathematics for Economics and Business, 8th edition, Prentice Hall, 2015.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO	PLOs				
	1	2	3	4	5
1	x	x	x	x	
2	x	x	x		
3	x	x			
4	x	x			
5	x	x			
6	x	x	x	x	x

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1-2	Linear and Non-linear Equations	2		Lecture, Discussion,	[1]
3-4-5	Mathematics of Finance	3		Lecture, Discussion,	[1]
6-7-8	Differentiation Application of differentiation Review	6		Lecture, Discussion,	[1]
9-10	Midterm				
11-12	Partial differentiation Unconstrained optimization Constrained optimization Lagrange Multipliers	6		Lecture, Discussion,	[1]
13-14	Matrix	4		Lecture, Discussion,	[1]
15	Linear Programming	5		Lecture, Discussion,	[1]
16	Revision			Review-Test	
17	Final exam				

## 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (15%)		x 80%Passes	x 80%Pass	x 80%Passes		
Group project (15%)	x 80%Passes				x 80%Passes	x 80%Passes
Midterm exam (30%)		x 70%Passes	x 70%Pass	x 70%Passes		
Final exam (40%)		x 70%Passes	x 70%Pass	x 70%Passes		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 4. Rubrics (optional)

##### 4.1 Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>		<b>100</b>	

##### 4.2 Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

##### 4.3 Analytic rubric

**Critical thinking value rubric for evaluating questions in exams:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 5. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
*School of Economics, Finance, and Accounting*

## COURSE SYLLABUS

**Course Name: Statistics For Business**

**Course Code: BA080IU**

### 1. General information

Course designation	This course is an introduction to basic statistical concepts and methods that are widely used in economics, finance, accountancy, marketing, and business more generally. Emphasis is placed on applying statistical methods to draw inferences from sample data in order to inform decision-making. The course covers two main branches of statistics: descriptive statistics and inferential statistics. Descriptive statistics includes collecting data, summarising and interpreting them through numerical and graphical techniques. Inferential statistics includes selecting and applying the correct statistical technique in order to make estimates or test claims about a population based on a sample. Topics covered also include time series analysis. In this course, students will learn to solve statistical problems in an Excel spreadsheet environment. Students are also required to work in small groups; this will develop the skills required to work effectively and inclusively in groups, as in a real work environment.
Semester(s) in which the course is taught	1,2,3
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Compulsory
Teaching methods	

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	Math for Business
Course objectives	The aim of this course is to examine various concepts in probability and statistics. This course also discusses various statistical techniques and the use of them in practical situations. Key topics of this course include: descriptive statistics, discrete and continuous random variables, sampling and sampling distributions, confidence intervals, hypothesis testing, analysis of variance, simple linear and multiple regressions
Course learning outcomes	Upon the successful completion of this course students will be able to: LO1: Analyzing, interpreting, and presenting data. LO2: Applying appropriate statistical techniques for a practical application. LO3: Bringing disciplinary and multi-disciplinary perspectives in straightening out situations and projecting possible outcomes. LO4: Drawing conclusions about populations based only on sample information using methods of statistical inference LO5: Using Microsoft Excel to solve statistical problems. LO6: Applying regression analysis and other statistical methodologies to forecast time series data. LO7: Ethical issues in Statistics
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Overview of Statistics Data collection Describing Data Visually Descriptive statistics Probability Probability Distributions Sampling Distributions and Estimation Midterm Examination Sampling Distributions and Estimation One-Sample Hypothesis Tests Two-Sample Hypothesis Tests Simple Linear Regression Chi-Square Tests Review Final Examination
Examination forms	

Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>Textbook:</p> <p>Doane and Seward (2016), Applied Statistics in Business and Economics, 5th, New York: McGraw Hill.</p> <p>Reference Books:</p> <p>Amir D. Aczel, Jayavel Sounderpandian, (2009), Complete Business Statistics, 7th Edition, McGraw – Hill/Irwin.</p> <p>Anderson, Sweeney, William (2001), Statistics for Business and Economics, 8th edition, Thompson.</p> <p>Additional materials provided in Blackboard</p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</p>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes	Bloom's Taxonomy	Category
1	Overview of Statistics 1.1 Definition 1.2 Importance of Statistics 1.3 Statistical challenges 1.4 Critical thinking	LO1;LO2	KN;CO	Lecture
2	Data collection 2.1 Variables and data 2.2 Level of measurement 2.3 Sampling concept 2.4 Sampling method 2.5 Survey	LO1;LO2	KN;AP;CO	Lecture

3	Describing Data Visually 3.1 Stem-and-Leaf Displays and Dot Plots 3.2 Frequency Distributions and Histograms 3.3 Effective Excel Charts 3.4 Line Charts 3.5 Column and Bar Charts 3.6 Pie Charts 3.7 Scatter Plots 3.8 Tables	LO1;LO2;LO3;LO5	KN;AP;AN	Lecture
4	Descriptive statistics 4.1 Measures of Center 4.2 Measures of Variability 4.3 Correlation and Covariance 4.4 Grouped Data	LO1;LO2;LO3;LO5	KN;AP;AN	Lecture
5	Probability 5.1 Random Experiments 5.2 Probability 5.3 Rules of Probability 5.4 Independent Events 5.5 Contingency Tables 5.6 Tree Diagrams 5.7 Bayes' Theorem	LO1;LO2;LO3;LO4	KN,AP;AN	Lecture
6	Probability Distributions 6.1 Discrete Probability Distributions 6.2 Expected Value and Variance 6.3 Uniform Distribution 6.4 Binomial Distribution 6.5 Continuous Probability Distributions 6.6 Normal Distribution 6.7 Standard Normal Distribution 6.8 Normal Approximations	LO1;LO2;LO3;LO4	KN,CO	Lecture
7	Sampling Distributions and Estimation 8.1 Sampling and Estimation 8.2 Central Limit Theorem 8.3 Sample Size and Standard Error 8.4 Confidence Interval for a Mean ( $\mu$ ) with Known $\sigma$	LO1;LO2;LO3;LO4;LO5	KN,CO,AP,AN	Lecture
8	Midterm Examination			

9	Sampling Distributions and Estimation 8.5 Confidence Interval for a Mean ( $\mu$ ) with Unknown $\sigma$ 8.6 Confidence Interval for a Proportion ( $\pi$ ) 8.7 Estimating from Finite Populations 8.8 Sample Size Determination for a Mean 8.9 Sample Size Determination for a Proportion	LO1;LO2;LO3;LO4;	KN,CO,AP,AN	Lecture
10	One-Sample Hypothesis Tests 9.1 Logic of Hypothesis Testing 9.2 Type I and Type II Error 9.3 Decision Rules and Critical Values 9.4 Testing a Mean: Known Population Variance 9.5 Testing a Mean: Unknown Population Variance 9.6 Testing a Proportion	LO1;LO2;LO3;LO4;	KN,CO,AP,AN	Lecture
11	Two-Sample Hypothesis Tests 10.1 Two-Sample Tests 10.2 Comparing Two Means: Independent Samples 10.3 Comparing Two Means: Paired Samples 10.4 Comparing Two Proportions	LO1;LO2;LO3;LO4;	KN,CO,AP,AN	Lecture
12	Simple Linear Regression Correlation Analysis Simple Regression Regression Models Analysis of Variance The Hypothesis Test of ANOVA Assumptions The Test Statistic The Theory and Computations of ANOVA The Sum-of-Squares Principle The Degrees of Freedom The Mean Squares The F Statistic The ANOVA Table and Example of ANOVA	LO3;LO4;LO5;LO6	KN,CO,AP,AN;S Y	Lecture

13	Chi-Square Tests 15.1 Chi-Square Test for Independence 15.2 Chi-Square Tests for Goodness-of-Fit 15.3 Uniform Goodness-of-Fit Test 15.5 Normal Chi-Square Goodness-of-Fit Test	LO2;LO3;LO4;LO5;LO 6	KN,CO,AP,AN;S Y	Lecture
14	Review			Tutorial
15	Final Examination			

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions
Quizzes		10%	60 Mins	LO1,2,3,4,6	Multiple choice questions
Class participation and preparation		5%			
Group assignment		10%		LO1-7	From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in collecting a source of data. The group will apply knowledge from course to analysis the data and interpret the conclusions. Then, the group write a report to propose recommendations from the data.
Mid-term Exam		30%	90 Mins	LO3,5,6	Open-ended questions ; Problems
Final exam		40%	90 Mins	LO1-6	Problems
<b>Total</b>		<b>100%</b>			

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		

Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: Business Computing Skills**

**Course Code: BA120IU**

**1. General information**

<b>Course designation</b>	<i>This course is designed to combine knowledge of business and information technologies. It explores the breadth of Information and Communications Technology (ICT), including business hardware and software, professional computing ethics and behaviors as well as design information systems. Also, students will be knowledgeable about computing terminology, the fundamentals of database management, presentation graphics and an introduction to data analysis. The course will prepare students to work in a variety of industries, involving business administration, economics, finance, and accounting.</i>
<b>Semester(s) in which the course is taught</b>	2, 3
<b>Person responsible for the course</b>	Dr. Nguyen Ngoc Truong Minh Dr. Vo Tan Phuoc
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, Lesson, Practical Problems
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	4.62 ECTS
<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	This course accentuates the abilities of computer systems and their applications in business. The course will provide a solid foundation of knowledge about skills that students must develop to effectively use computerized decision tools for typical business problems. Specific objectives include: <ul style="list-style-type: none"> <li>• explore basic relationships of computer products and concepts</li> <li>• create MS Access objects, enter criteria into data, form expressions and</li> </ul>

	<p>create functions, and customize the appearance of forms and reports</p> <ul style="list-style-type: none"> <li>• create document templates in MS Word that will help businesses streamline their correspondence, use mail merge, print mailing labels, templates, newsletters, and flyers</li> <li>• analyze data with practical analysis of real business problems and streamline office tasks to present it in a way the managers can use</li> <li>• acquire strong ability in using MS Excel software as tools in decision-making. This course will provide a complete learning in MS Excel.</li> </ul>																																													
<b>Course Learning Outcomes</b>	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency Level</th> <th>Course Learning Outcomes (CLOs)</th> </tr> </thead> <tbody> <tr> <td><b>Knowledge</b></td> <td>CLO1. Summarize different technical knowledge to support management and supervisors. CLO2. Describe written directions and specific documents for business general purposes.</td> </tr> <tr> <td><b>Skills</b></td> <td>CLO3. Identify critically the use of information and communications technologies (ICT). CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange. CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software (including Access, Word, and Excel).</td> </tr> <tr> <td><b>Attitude</b></td> <td>CLO6. Recognize the advantages and disadvantages of ICT and the Internet in general and in business activities particularly.</td> </tr> </tbody> </table>	Competency Level	Course Learning Outcomes (CLOs)	<b>Knowledge</b>	CLO1. Summarize different technical knowledge to support management and supervisors. CLO2. Describe written directions and specific documents for business general purposes.	<b>Skills</b>	CLO3. Identify critically the use of information and communications technologies (ICT). CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange. CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software (including Access, Word, and Excel).	<b>Attitude</b>	CLO6. Recognize the advantages and disadvantages of ICT and the Internet in general and in business activities particularly.																																					
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<sup>1</sup> Total: 15 classes; 1 class = 03 periods; 01 period = 50 minutes

<b>Examination forms</b>	Multiple-Choice Questions, Problem-Solving Questions
<b>Study and examination requirements</b>	<b>Attendance:</b> A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. <b>Assignments/Examination:</b> Students must have more than 50/100 points overall to pass this course.
<b>Reading list</b>	[1] James A. O'Brien, George Marakas (2017), Introduction to Information Systems, 12 <sup>th</sup> edition, Mc-Graw Hill. [2] Ron McFadyen (2021), Relational Databases and Microsoft Access 365. [3] Joan Lambert, Microsoft Word 2019 [4] Michael Alexander, Dick Kusleika (2019), Excel 2019 Bible, Wiley. [5] Hector Guerrero (2016), Excel Data Analysis Modeling and Simulation, Springer.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLOs) (1-6) and Program/Student Learning Outcomes (PLOs) (1-6) is shown in the following table:

CLOs	PLOs					
	1	2	3	4	5	6
1			x			
2			x			
3					x	
4						x
5						x
6				x		x

## 3. Planned learning activities and teaching methods

Week	Topics	CLOs	Assessments	Learning Activities	Resources
1	Introduction to Information Systems	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
2	Computer Hardware and Software	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
3	The Internet, Personal Email Account	3,4,6	In-class Ex. Quiz 1	Lecture, Discussion	[1]
4	MS Access – Creating Relational Tables	1,2,5	In-class Ex.	Lecture, Discussion	[2]

5	MS Access – Basic and Advanced Queries	1,2,5	In-class Ex.	Lecture, Discussion	[2]
6	MS Access – Forms and Reports Customization	1,2,5	In-class Ex. Quiz 2	Lecture, Discussion	[2]
7	MS Word – Creating Templates	1,2,5	In-class Ex.	Lecture, Discussion	[3]
8	MS Word – Mail Merge and Protecting Documents	1,2,4,5	In-class Ex. Quiz 3	Lecture, Discussion	[3]
9-10	Midterm	1,2,3,4,5,6			
11	MS Excel – Formulas and Functions	1,4,5	In-class Ex.	Lecture, Discussion	[4]
12	MS Excel – Charting	1,4,5	In-class Ex.	Lecture, Discussion	[4]
13	MS Excel – Pivoting Data (Table and Chart)	1,4,5	In-class Ex. Quiz 4	Lecture, Discussion	[4]
14	MS Excel – Sorting and Filtering	1,4,5	In-class Ex.	Lecture, Discussion	[4]
15	MS Excel – Data Validation, What-If Analysis	1,4,5	In-class Ex. Quiz 5	Lecture, Discussion	[4]
16	MS Excel – Introduction to VBA	1,4,5	In-class Ex.	Lecture, Discussion	[5]
17	Revision	1,4,5		Review-Test	
18	Final exam	1,4,5			

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class Exercises/Quizzes (30%)	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass
Midterm Exam (30%)	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass
Final Exam (40%)	x 70% Pass			x 70% Pass	x 70% Pass	

*Note: % Pass – Target that % of students having scores greater than 70 out of 100.*

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical Content (60%)</b>	<b>60</b>		
<i>Abstract clearly identifies purpose and summarizes principal content</i>	10		
<i>Introduction demonstrates thorough knowledge of relevant background and prior work</i>	15		
<i>Analysis and discussion demonstrate good subject mastery</i>	30		
<i>Summary and conclusions appropriate and complete</i>	5		
<b>Organization (10%)</b>	<b>10</b>		
<i>Distinct introduction, body, conclusions</i>	5		
<i>Content clearly and logically organized, good transitions</i>	5		
<b>Presentation (20%)</b>	<b>20</b>		
<i>Correct spelling, grammar, and syntax</i>	10		
<i>Clear and easy to read</i>	10		
<b>Quality of Layout and Graphics (10%)</b>	<b>10</b>		
<b>TOTAL SCORE</b>	<b>100</b>		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

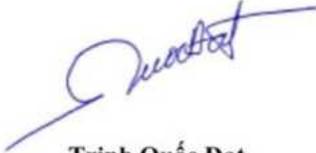
*Note: This rubric is also used to evaluate questions in an exam.*

### 5.3. Analytic rubric

Criteria	<b>COMPLETELY FAIL</b> Below 10%	<b>INADEQUATE</b> 10% - 49%	<b>ADEQUATE</b> 50% - 59%	<b>ABOVE AVERAGE</b> 60% - 74%	<b>EXEMPLARY</b> ≥ 75%
<b>Organization and clarification</b>	<i>No evidence of organization and coherence.</i>	<i>Does not organize ideas logically and with clarification. Limited evidence of coherence. Ideas lack consistence.</i>	<i>Generally organized logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential.</i>	<i>Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.</i>	<i>Response is focused, detailed and non-tangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic.</i>
<b>Originality and usefulness of the analyses</b>	<i>Shows no ability to identify legal issues or a clear inability to gather the facts.</i>	<i>Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.</i>	<i>Shows ability to identify legal issues, gather the facts and develop claims. Argument is addressed well but no links with evidence.</i>	<i>Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained.</i>	<i>Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported.</i>
<b>Use of data/information</b>	<i>Shows no effort to incorporate information from primary and secondary sources.</i>	<i>Shows little information from sources. Poor handling of sources.</i>	<i>Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations.</i>	<i>Draws upon sources to support most points. Some evidence may not support arguments or may appear were inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.</i>	<i>Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly.</i>
<b>Use of frameworks</b>	<i>Shows no effort to structure problems in correspondence to theoretical frameworks.</i>	<i>Shows limited ability to structure problems in correspondence to theoretical frameworks.</i>	<i>Shows effort to link problems with the theoretical frameworks. There are still some mistakes.</i>	<i>Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems.</i>	<i>Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved.</i>

<b>Quality of arguments</b>	<i>Shows no effort to construct logical arguments. Fails to support analysis.</i>	<i>Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.</i>	<i>Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims.</i>	<i>Shows clear, relevant and logical arguments.</i>	<i>Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.</i>
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**6. Date revised:**

	<p data-bbox="906 489 1321 520"><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p data-bbox="1013 527 1203 558"><b>Dean of School</b></p>  <p data-bbox="992 737 1170 768"><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**

**Course Name: Listening AE1**

Course Code: **EN008IU**

**1. General information**

Course name	- (in English) <b>LISTENING AE1 (Listening and Note-taking)</b> - (in Vietnamese) <i>Nghe AE1 (Nghe và ghi chú)</i>
Course designation	<i>The course is designed to prepare students for effective listening and note-taking skills, so that they can pursue the courses in their majors without considerable difficulty. The course is therefore lecture-based in that the teaching and learning procedure is built up on lectures on a variety of topics such as business, science, and humanities.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	<b>Compulsory</b>
Teaching methods	Lectures, lesson Individual practice Discussion Pair work Group work
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )
Number of periods	Theory: 30 Practice: 0

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	None								
Course objectives	<p>There are a number of objectives embedded in various teaching activities in Listening AE1 course:</p> <ul style="list-style-type: none"> <li>- Pre-listening activities: aim to activate students' current knowledge of the topic, and to provide them with lecture language and effective strategies in listening and note-taking to prepare themselves for the coming lecture. These activities include reading (this can be done before class meetings), discussing and reviewing what they have learned from the reading.</li> <li>- While-listening and post-listening activities: aim to enable students to put their newly activated knowledge and acquired strategies into work by taking notes on the lecture, using the outline given by the teacher or prepared by themselves. They are later on asked to assess their understanding based on their notes and discuss them with their classmates. Finally, as an optional activity, depending on time and students' needs, students are asked to summarize the lecture.</li> <li>- Follow-up activities: students are required to discuss the lecture topic and to prepare arguments for or against the topic in the debate. The purpose is to enhance students' comprehension of the lecture, and to allow them to put their acquired academic language into practice, and to experience the atmosphere of a university lecture class.</li> </ul>								
Course learning outcomes	<p>Upon the successful completion of this course, students will be able to:</p> <table border="1" data-bbox="443 1205 1417 1650"> <thead> <tr> <th data-bbox="443 1205 699 1249">Competency level</th> <th data-bbox="699 1205 1417 1249">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1249 699 1328">Knowledge</td> <td data-bbox="699 1249 1417 1328">CLO1. Apply knowledge of lecture language in listening comprehension via giving accurate information</td> </tr> <tr> <td data-bbox="443 1328 699 1529">Skill</td> <td data-bbox="699 1328 1417 1529">CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.</td> </tr> <tr> <td data-bbox="443 1529 699 1650">Attitude</td> <td data-bbox="699 1529 1417 1650">CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Apply knowledge of lecture language in listening comprehension via giving accurate information	Skill	CLO2. Demonstrate appropriate listening strategies and note-taking skills in taking organized notes of academic lectures. CLO3. Perform listening comprehension in writing a summary of a lecture.	Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
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Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="448 353 1412 936"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Orientation &amp; Introduction of strategies and techniques in note-taking</td> <td>2</td> <td>I, T, U</td> </tr> <tr> <td>Chapter 1: New Trends in Marketing Research</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 2: Business Ethics</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 3: Trends in Children’s Media Use</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Chapter 4: The Changing Music Industry</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Chapter 5: The Placebo Effect</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Midterm Sample Test &amp; Review</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Chapter 6: Intelligent Machines</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 7: Sibling Relationships</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 8: Multiple Intelligences</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Chapter 9: The Art of Graffiti</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Final Sample Test &amp; Review</td> <td>2</td> <td>T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Orientation & Introduction of strategies and techniques in note-taking	2	I, T, U	Chapter 1: New Trends in Marketing Research	3	T, U	Chapter 2: Business Ethics	3	T, U	Chapter 3: Trends in Children’s Media Use	2	T, U	Chapter 4: The Changing Music Industry	2	T, U	Chapter 5: The Placebo Effect	2	T, U	Midterm Sample Test & Review	2	T, U	Chapter 6: Intelligent Machines	3	T, U	Chapter 7: Sibling Relationships	3	T, U	Chapter 8: Multiple Intelligences	3	T, U	Chapter 9: The Art of Graffiti	3	T, U	Final Sample Test & Review	2	T, U
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Final Sample Test & Review	2	T, U																																						
Examination forms	Paper-based tests: True-False questions, short-answer questions, open-ended questions (such as writing a summary paragraph)																																							
Study and examination requirements	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. It is compulsory that students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Missed tests</i></p> <p>Students are not allowed to miss any of the tests (both on-going assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.)</p> <p><i>Class behavior</i></p> <p>Students are supposed to:</p> <ul style="list-style-type: none"> <li>• prepare thoroughly for each class in accordance with the syllabus and complete all assignments upon the instructor’s request</li> <li>• participate fully and constructively in all class activities (and discussions if any)</li> <li>• display appropriate courtesy to all involved in the class</li> <li>• provide constructive feedback to faculty members regarding their performance</li> </ul> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																							

Reading list	<p>[1] Frazie, L., &amp; Leeming, S. (2013). <i>Lecture ready 3</i>. Oxford: Oxford University Press.</p> <p>References:</p> <p>[2] Frazie, L., &amp; Leeming, S. (2013). <i>Lecture ready 1, 2</i>. Oxford: Oxford University Press.</p>
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## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<p><b>ORIENTATION</b></p> <p><b>Chapter 1</b></p> <p><b>New Trends in Marketing Research</b></p> <p>Recognizing topic introducing and lecture plan presenting expressions</p> <p>Organizing ideas by outlining</p>	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.2-13
2	<p><b>Chapter 2 Business Ethics</b></p> <p>Recognizing transition expressions</p> <p>Using symbols and abbreviations</p>	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.14-25
3	<b>REVIEW</b>	1, 2, 4		Ongoing assessment Midterm test	Designed by lecturer
4	<p><b>Chapter 3</b></p> <p><b>Trends in Children's Media Use</b></p> <p>Recognizing generalization and support expressions</p>	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.28-39
5	<p><b>Chapter 4</b></p> <p><b>The Changing Music Industry</b></p> <p>Recognizing expressions for clarification or emphasis</p> <p>Organizing notes by using a split-page format</p>	1, 2, 4	Lecture Group work Individual task	Ongoing assessment Midterm test	[1] p.40-52
6	<p><b>Chapter 5</b></p> <p><b>The Placebo Effect</b></p> <p>Recognizing cause and effect expressions</p>	1, 2, 4	Lecture Group work	Ongoing assessment Midterm test	[1] p.54-65

Week	Topic	CLO	Learning activities	Assessments	Resources
	Noting causes and Effects		Individual task		
7	<b>REVIEW SAMPLE MIDTERM EXAM + CORRECTION</b>	1, 2, 4		Ongoing assessment Midterm test	<b>Designed by lecturer</b>
8	<b>MIDTERM TEST</b>				
9	<b><u>Chapter 6</u> Intelligent Machines</b> Recognizing expressions used to predict causes and effects Using arrows to show the relationship between causes and effects	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.66-78
10	<b><u>Chapter 7</u> Sibling Relationships</b> Recognizing expressions of comparison and contrast Noting comparison and contrast	1-4	Lecture Group work Individual task Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.80-91
11	<b>REVIEW <u>In-class assignment</u></b>	1-4 1, 2, 4		Ongoing assessment Final exam	<b>Designed by lecturer</b>
12	<b><u>Chapter 8</u> Multiple Intelligences</b> Recognizing non-verbal signals indicating important information Representing information in list form	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.92-104
13	<b><u>Chapter 9</u> The Art of Graffiti</b> Recognizing expressions of definition Reviewing and practicing all note taking strategies	1-4	Lecture Group work Individual task	Ongoing assessment Final exam	[1] p.105-117
14	<b>REVIEW</b>	1-4		Ongoing assessment Final exam	<b>Designed by lecturer</b>

Week	Topic	CLO	Learning activities	Assessments	Resources
15	<u>Sample final exam + Correction</u>	1-4		Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	60% Pass	60% Pass		60% Pass
Midterm test (20%)	Part 1 60% Pass	Part 2 60% Pass		
Final exam (50%)	Part 1 60% Pass	Part 2 60% Pass	Part 3 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Rubrics for Midterm test

Part	Task	CLO
1	Listen to part of a lecture and decide whether these statements are TRUE or FALSE. (40 pts)	1
2	Listen to a talk and fill in the summary notes (60 pts)	2

##### 5.2. Rubrics for Final exam

Part	Task	CLO
1	Listen to part of a lecture and decide whether these statements are TRUE or FALSE. (30 pts)	1
2	Listen to a talk and fill in the summary notes (50 pts)	2
3	Write a short paragraph summarizing the main ideas. (20 pts.)	3

#### Evaluative criteria for Part 3

- Content accuracy (16 pts):** All statements are accurate and relevant. Summary includes main idea and important details of the given lecture.
- Organization & Grammar (4 pts):** The summary is in the form of a paragraph. No/minor punctuation/grammatical/spelling errors.

Revised date: June 5th, 2025

*Ho Chi Minh City, June 6th, 2025*  
*Vice Dean of School of Languages*  
*(Signature)*

**Dr. Vu Hoa Ngan**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages**

**COURSE SYLLABUS  
Course Name: Writing AE1  
Course Code: EN007IU**

**1. General information**

Course name	- <i>(in English)</i> <b>WRITING AE1 (Academic Writing)</b> - <i>(in Vietnamese)</i> <b>Viết học thuật</b>
Course designation	<i>This course provides students with comprehensive instructions and practice in essay writing, including transforming ideas into different functions of writing such as process, cause-effect, comparison-contrast, and argumentative essays.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )
Required and recommended prerequisites for joining the course	None

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	Throughout the whole course, students are required to read university-level texts to develop the ability to read critically and to respond accurately, coherently and academically in writing. Through providing them with crucial writing skills such as brainstorming, paraphrasing, idea developing, revising, and editing, this course prepares the students for research paper writing in the next level of AE2 writing.		
Course learning outcomes	Upon the successful completion of this course, students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Follow different steps in the writing process to produce a complete essay	
	Skill	<p>CLO2. Use signal language that are specific for different functions (describe a process, discuss the causes and effects, compare and contrast, and make arguments)</p> <p>CLO3. Construct a complete essay including appropriately written thesis statement, topic sentences, and restatement</p> <p>CLO4. Provide a counter-argument and a rebuttal in an argumentative essay.</p>	
Attitude	CLO5. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities		
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	Topic	Weight	Level
	The process of Academic Writing	1	I, T, U
	Paraphrasing	1	T, U
	From Paragraph to Essay	4	T, U
	Process Essays	4	T, U
	Cause/Effect Essays	4	T, U
	Comparison/ Contrast Essays	6	T, U
	Argumentative Essays	6	T, U
	Test, Review & Correction	4	U
Examination forms	Essay writing		
Study and examination requirements	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.</p>		

	<p><i>Missed Tests</i></p> <p>Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (eg. certified paper from doctors), students may re-take the examination.</p> <p><i>Class Behaviors</i></p> <p>Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Writing AE1 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below:</p> <ul style="list-style-type: none"> <li>- Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.</li> <li>- Participate fully and constructively in all course activities and discussions (if any).</li> <li>- Display appropriate courtesy to all involved in the class.</li> <li>- Provide constructive feedback to faculty members regarding their performance.</li> </ul> <p><i>Plagiarism</i></p> <p>Students are warned not to copy from other books or from their peers for all assessment tasks. Committing plagiarism will result in 0 point for the task. Students who plagiarize twice will be prohibited from sitting the final examination.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>[1] Oshima, A., &amp; Hogue, A. (2017). <i>Longman Academic Writing Series, Level 4: Essays</i> (5<sup>th</sup> ed.). New Jersey, NJ: Pearson Longman.</p> <p>[2] Oshima, A., &amp; Hogue, A. (2006). <i>Longman Academic Writing Series, Level 4: Essays</i> (4<sup>th</sup> ed.). New Jersey, NJ: Pearson Longman.</p>

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<p><b>The process of Academic Writing</b></p> <p>Step 1: Creating (Prewriting)</p> <p>Step 2: Planning (Outlining)</p> <p>Step 3: Writing</p> <p>Step 4: Polishing</p> <p><i>Using Outside Sources</i></p> <p>Paraphrasing</p>	1, 5	<p>Lecture</p> <p>Group work</p> <p>Individual writing</p>	<p>Ongoing assessment &amp; Midterm test</p>	<p>[2] pp. 265-279</p> <p>[1] pp. 58- 65</p>

Week	Topic	CLO	Learning activities	Assessments	Resources
	Plagiarism and how to avoid plagiarism				
2 & 3	<b>From Paragraph to Essay</b> The introductory paragraph: <ul style="list-style-type: none"> <li>• General statements &amp; Introductory techniques</li> <li>• Thesis statements &amp; Logical division of ideas</li> </ul> Body paragraphs: <ul style="list-style-type: none"> <li>• Topic sentences</li> </ul> The concluding paragraph: <ul style="list-style-type: none"> <li>• Restatement</li> </ul> Final thoughts Outlines of essays	1,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 74– 100
4	<b>Process Essays</b> Introduction Analyzing the models Thesis statements for process essays Transitional signals	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 101-115
5	<b>Process Essays (Cont'd)</b> <b>In-class Assignment 1</b> <b>Review/ Correction:</b> Lecturer gives feedback to one or two students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 101-115
6	<b>Cause/ Effect Essays</b> Introduction Analyzing the models Organization Signal words and phrases	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 116-132
7	<b>Cause/ Effect Essays (Cont'd)</b> In-class practice <b>Review/ Correction:</b> Lecturer gives feedback to students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Midterm test	[1] pp. 116 - 132
8	<b>MIDTERM TEST</b>				
9	<b>Comparison/ Contrast Essays</b> Introduction Analyzing the models Organization: <ul style="list-style-type: none"> <li>• Points of comparison</li> </ul>	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151

Week	Topic	CLO	Learning activities	Assessments	Resources
	<ul style="list-style-type: none"> <li>● Point-by-point organization</li> <li>● Block organization</li> </ul> Comparison and Contrast signal words				
10	<b>Comparison/ Contrast Essays (Cont'd)</b> In-class practice Review/ Correction: Lecturer gives feedback to students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151
11	<b>Comparison/ Contrast Essays (Cont'd)</b> <b>In-class Assignment 2</b> Review/ Correction: Lecturer gives feedback to one or two students' writings in class.	2,3,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 133-151
12	<b>Argumentative Essays</b> Introduction Analyzing the model Organization: Block vs. Point-by-point pattern The elements of an argumentative essay: <ul style="list-style-type: none"> <li>● An explanation of the issue</li> <li>● A clear thesis statement</li> <li>● A summary of the opposing arguments</li> <li>● Rebuttals to the opposing arguments</li> <li>● Your own arguments</li> </ul> The introductory paragraph: Thesis Statement Statistics as support	2,3,4,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168
13	<b>Argumentative Essays (Cont'd):</b> In-class practice: <ul style="list-style-type: none"> <li>- A summary of the opposing arguments</li> <li>- Rebutting an argument</li> <li>- Timed writing</li> </ul>	2,4	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168

Week	Topic	CLO	Learning activities	Assessments	Resources
14	<b>Argumentative Essays (Cont'd)</b> <b>Review/ Correction:</b> Lecturer gives feedback to one or two students' writings in class.	2,3,4,5	Lecture Group work Individual writing	Ongoing assessment & Final exam	[1] pp. 152-168
15	<b>Sample final examination</b>	2,3,4,5	Individual writing	Ongoing assessment & Final exam	

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	60% Pass				
Midterm test (20%)	60% Pass	60% Pass	60% Pass		
Final exam (50%)	60% Pass	60% Pass	60% Pass	60% Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Midterm test rubrics (100 points)

##### **TASK 1: Write 3 topic sentences and the restatement from a thesis statement: 40 points**

Parts/ Points	Answers/ Criteria	CLO
<b>Topic sentence 1</b> 10 pts	○ The topic sentence introduces the topic and the controlling idea (1), starting with a transition signal*.	CLO 3
<b>Topic sentence 2</b> 10 pts	○ The topic sentence introduces the topic and the controlling idea (2), starting with a transition signal*.	CLO 3
<b>Topic sentence 3</b> 10 pts	○ The topic sentence introduces the topic and the controlling idea (3), starting with a transition signal*.	CLO 3
<b>Restatement</b> 10 pts	○ The 3 subtopics are well paraphrased: different words and structures while the meaning kept the same.	CLO 3

*Notes:*

*\*The students are supposed to use a variety of connecting devices (single word, phrase, clause, or sentence) to show their flexibility and expertise in writing.*

##### **TASK 2: Write a Cause/Effect essay: 60 points**

Answers/ Criteria	Parts/ Points	CLO
<b>Language use and Mechanics</b> A wide variety of sentence patterns and vocabulary are presented correctly. Language used for <i>Cause-Effect Essay</i> is good and Meaning is clear. Spelling, capitalization, punctuations are correct.	<b>10</b>	CLO 2

<b>Answers/ Criteria</b>	<b>Parts/ Points</b>	<b>CLO</b>
<p><b>Content</b> The essay fulfills the requirements of the assignment &amp; the topic is fully addressed. (15) The essay is interesting to read and originally written by the student. (5)</p>	<b>20</b>	CLO 3
<p><b>Organization</b> <i>Introduction:</i> The introduction ends with a thesis statement. (10)</p> <p><i>Body:</i> Each paragraph discusses a particular point and begins with a clear topic sentence. (5) Each paragraph has specific supporting details (fact, examples, etc.) (5) Each paragraph has cohesion and coherence. (5)</p> <p><i>Conclusion:</i> The conclusion summarizes the main points/paraphrases the thesis statement, begins with a conclusion signal, and leaves the readers with the writer's thoughts on the topic. (5)</p>	<b>30</b>	CLO 1,3,5
<b>Total</b>	<b>60</b>	

### 5.2. Final exam rubrics: Write an argumentative essay: 100 points

<b>Criteria/ word count</b>	<b>300-350 words (100%)</b>	<b>CLO</b>
<p><b>Language use and mechanics (20)</b> A wide variety of sentence patterns and vocabulary are presented correctly. Language control is good, and meaning is clear. Spelling, capitalization and punctuation are correct.</p>	20	CLO 2
<p><b>Content: (20)</b> The essay fulfills the task requirements, and the topic is fully addressed. The content is originally created by the students.</p>	20	CLO 3
<p><b>Organization: (60)</b> <i>Introduction:</i> The introduction has a thesis statement. (10)</p> <p><i>Body:</i> At least one paragraph discusses the counter-arguments. (10) Each paragraph discusses a particular point and begins with a clear topic sentence. (10) Each paragraph has specific supporting details (fact, examples, etc.). There are no sentences that are off-topic. (10) Each paragraph has cohesion and coherence. There are transition signals to show</p>	10 10 10 10	CLO 1,3,4

the relationship among ideas and to link paragraphs. (10)		
<b>Conclusion:</b> The conclusion summarizes the main points and paraphrases the thesis statement, begins with a conclusion signal, and leaves the readers with the writer's final thought on the topic. (10)	10	
<b>Total</b>	<b>100</b>	

**Revised date: June 5<sup>th</sup>, 2025**

*Ho Chi Minh City, June 6<sup>th</sup>, 2025*  
*Vice Dean of School of Languages*  
*(Signature)*

**Dr. Vu Hoa Ngan**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**

**Course Name: Speaking AE2**

Course Code: **EN012IU**

**1. General information**

Course name	- <i>(in English)</i> <b>SPEAKING AE2 (Effective Presentations)</b> - <i>(in Vietnamese)</i> Nói AE2 (Bài thuyết trình hiệu quả)
Course designation	<i>Giving presentations today becomes a vital skill for students to succeed not only in university but also at work in the future. Speaking AE2, therefore, provides students with the knowledge and skills needed to deliver effective presentations (informative and persuasive presentations).</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> <b>Compulsory</b> <input type="checkbox"/> Elective
Teaching methods	Lecture, lesson, mini presentations
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )
Required and recommended prerequisites for joining the course	- Previous courses: None

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	Speaking AE2 aims at introducing many aspects of giving a presentation: building up confidence, preparing and planning, using the appropriate language, applying effective visual aids, applying delivery techniques, dealing with questions and responding, performing body language, and so on.																																															
Course learning outcomes	Upon the successful completion of this course, students will be able to:																																															
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																														
	Knowledge	CLO1: Apply effective visual aids in preparing and planning well-organized academic presentations																																														
	Skill	CLO2: Use appropriate language for academic presentations CLO3: Perform delivery techniques, body language and other para-linguistic elements in academic presentation CLO4: Demonstrate techniques to handle audience questions																																														
Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities																																															
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Examination forms	Oral Presentations
Study and examination requirements	<p><i>Attendance</i> Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Missed Tests</i> Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (e.g. certified paper from doctors), students may re-take the examination.</p> <p><i>Class Behaviors</i> Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Speaking AE2 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below:</p> <ul style="list-style-type: none"> <li>• Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.</li> <li>• Participate fully and constructively in all course activities and discussions (if any).</li> <li>• Display appropriate courtesies to all involved in the class.</li> <li>• Provide constructive feedback to faculty members regarding their performance.</li> </ul> <p><i>Plagiarism</i> Students are warned not to copy from other books or from their peers for all assessment tasks. Committing plagiarism will result in 0 point for the task. Students who plagiarize twice will be prohibited from sitting the final examination.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>[1] Lowe, S, &amp; Pile, L. (2011). <i>Presenting</i>. Singapore: Cengage Learning</p> <p>[2] Comfort, J. (1996). <i>Effective presentations</i>. Oxford: Oxford University Press</p> <p>[3] Lucas, S. (2019). <i>The art of public speaking</i> (13<sup>th</sup> ed.). New York: McGraw-Hill Education.</p> <p>[4] Suzy Siddons. (2008). <i>The Complete Presentation Skills Handbook, U.S. U.K.</i></p>

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	1. Orientation & Introduction 2. Needs analysis 3. Instructions for video making of self-introduction	1, 5	Lecture	Ongoing assessment Midterm test	[1] Presenting, p. 5 [3]* The Art of Public Speaking, Chapter 6 + videos of introductory speeches
2	Introduction to informative speeches  Unit 1: The first few minutes	1, 2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 8-13 [2] Effective Presentations: p.7 + video clip; p.13+ video clip [3] The Art of Public Speaking, Chapter 10 [3]* The Art of Public Speaking, Chapter 15
3	Unit 3: Organizing what you want to say	1, 2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 22-27) [2] Effective Presentations: p.19 + video clip [3]* The Art of Public Speaking, Chapters 8+9
4	Unit 6: Summarizing and concluding	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] Presenting, pp. 40-45 [2] Effective Presentations: p.41 + video clip [3]* The Art of Public Speaking, Chapters 10
5	Unit 2: Using equipment	1, 2, 3, 5	Lecture	Ongoing assessment Midterm test	[1] Presenting, pp. 14-21) [2] Effective Presentations: p.31 + video clip [3]* The Art of Public Speaking, Chapters 14
6	Delivery techniques: Putting it all together	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[2] Effective Presentations: p.50 + video clip Assignment: Topic(s) for group presentation) [3]* The Art of Public Speaking, Chapters 13

Week	Topic	CLO	Learning activities	Assessments	Resources
7	Group practice <u>or</u> reserved week for midterm exam (big class)	1, 2, 3, 5	Group work Individual work	Ongoing assessment Midterm test	
<b>8 + 9</b>	<b>MIDTERM TEST: Individual informative presentation (4-6 minutes)</b>				
10	Introduction to persuasive speeches	1, 5	Lecture, Group work	Ongoing assessment Final exam	[3] The art of public speaking, Chapter 15 (Handout given by the instructor)
11	Methods of persuasion	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[3] The art of public speaking, Chapter 16 (Handout given by the instructor)
12	Unit 4: Maintaining interest	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] Presenting: pp. 28-33) [2] Effective Presentations: p.25 + video clip)
13	Unit 5: Dealing with problems and questions	4, 5	Lecture, Group work	Ongoing assessment Final exam	[1] Presenting: pp. 34-39) [2] Effective Presentations: p.44 (Question time) [3] * The Art of Public Speaking, Chapters 13
14	Unit 6: Body language	3, 5	Lecture, Group work	Ongoing assessment Final exam	[2] Effective Presentations: pp.36-39 [3] * The Art of Public Speaking, Chapters 13
15	Practice Wrap-up	1-5	Group work	Ongoing assessment Final exam	
	<b>FINAL EXAM: Individual persuasive presentation (6-8 minutes)</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	60% Pass	60% Pass	60% Pass	60% Pass	60% Pass
Midterm test (20%)	Criteria 4-7 60% Pass	Criteria 1-2 60% Pass	Criterion 3 60% Pass		
Final exam (50%)	Criteria 4-6 60% Pass	Criteria 1-2 60% Pass	Criterion 3 60% Pass	Criterion 4 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics

### 5.1. Rubrics for Midterm test

No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (15 pts)	2
3	Body Language: Gestures, Eye contact, Facial expressions, Appearance (10 pts)	3
4	Organization: Intro, Body, Ending, Coherence (20 pts)	1
5	Content: Relevance, Accuracy (20 pts)	1
6	Visual aids: Appropriateness, Clarity (10 pts)	1
7	Overall effectiveness (10 pts)	1

### 5.2. Rubrics for Final exam

No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (10 pts)	2
3	Body Language: Appearance, Posture, Gestures, Eye contact, Facial expression (15 pts)	3
4	Organization: Intro, Body, Ending, Coherence (15 pts)	1
5	Content: Relevant, Accurate, Informative and Persuasive (20 pts)	1
6	Visual aids: Appropriateness, Clarity (15 pts)	1
7	Question response (10 pts)	4

Revised date: June 2nd, 2025

*Ho Chi Minh City, June 6, 2025*  
**Vice Dean of School of Languages**

Dr. Vũ Hoa Ngân



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**  
**Course Name: Writing AE2**  
Course Code: **EN011IU**

**1. General information**

Course name	- <i>(in English)</i> <b>WRITING AE2 (Research Paper Writing)</b> - <i>(in Vietnamese)</i> <b>Viết AE2 (Viết bài nghiên cứu)</b>
Course designation	<i>This course introduces basic concepts in research paper writing, especially the role of generalizations, definitions, classifications, and the structure of a research paper to students who attend English- medium college or university. It also provides them with methods of developing and presenting an argument, a comparison or a contrast.</i>
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> <b>Compulsory</b> <input type="checkbox"/> Elective
Teaching methods	Lectures, lesson Individual practice Discussion Pair work Group work Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (lecture, exercise): 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS <i>(optional)</i>

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Previous course: Writing AE1 (EN007IU)	
Course objectives	<p>Students are required to work on the tasks selected to maximize their exposure to written communication and are expected to become competent writers in the particular genre: the research paper.</p> <p>As writing is part of an integrated skill of reading and writing where reading serves as input to trigger writing, this course is designed to familiarize non-native students with academic literature in their major study by having them read and critically respond to texts of a variety of topics ranging from natural sciences such as biology to social sciences and humanities like education, linguistics and psychology.</p>	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1. Apply knowledge about conceptual categories-classifications, the structure of a research paper and appropriate academic language in writing a research paper
	Skill	<p>CLO2: Perform skills and strategies for reading critically, analyzing, and annotating academic texts in written summary</p> <p>CLO3. Demonstrate research writing skills to present an argument, a comparison, or a contrast in their academic study.</p>
Attitude	CLO4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="448 353 1410 855"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Unit 1: The Academic Writing Process Introduction</td> <td>4</td> <td>I, T, U</td> </tr> <tr> <td>Unit 2: Researching and Writing</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 3: Fundamentals &amp; Feedback</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 4: Definitions, Vocabulary &amp; Clarity</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 5: Generalizations, Facts and Honesty</td> <td>4</td> <td>T, U</td> </tr> <tr> <td>Unit 6: Seeing Ideas and Sharing Texts</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 7: Description, Methods &amp; Reality</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 8: Results, Discussion &amp; Relevance</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 9: The Whole Academic Text</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Unit 10: Creating the Whole Text</td> <td>4</td> <td>T, U</td> </tr> <tr> <td>Course Review</td> <td>2</td> <td>U</td> </tr> </tbody> </table>	Topic	Weight	Level	Unit 1: The Academic Writing Process Introduction	4	I, T, U	Unit 2: Researching and Writing	2	T, U	Unit 3: Fundamentals & Feedback	2	T, U	Unit 4: Definitions, Vocabulary & Clarity	2	T, U	Unit 5: Generalizations, Facts and Honesty	4	T, U	Unit 6: Seeing Ideas and Sharing Texts	2	T, U	Unit 7: Description, Methods & Reality	2	T, U	Unit 8: Results, Discussion & Relevance	2	T, U	Unit 9: The Whole Academic Text	2	T, U	Unit 10: Creating the Whole Text	4	T, U	Course Review	2	U
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Examination forms	Open-ended questions; Essay writing																																				

<p>Study and examination requirements</p>	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Assignment (Literature review)</i></p> <p>Purpose: Students will use the knowledge of paraphrasing, summarising, developing arguments, and APA styles to write a 1,000-word literature review on a research scope of their choice.</p> <p>Task:</p> <ul style="list-style-type: none"> <li>– Follow guidelines on how to write a literature review.</li> <li>– Use relevant academic writing skills such as paraphrasing, summarising, developing arguments, and APA 7th Style Guidelines – see <a href="https://www.apastyle.org/">https://www.apastyle.org/</a></li> <li>– Develop arguments in relation to the research scope and identify the research gap</li> </ul> <p><b>Notes:</b> All papers should be typed, double-spaced, in 13-pt font, and with 1-inch margins. All papers must be original for this class. Criterion-referenced grading is used in this course.</p> <p><i>Missed Tests</i></p> <p>Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (eg. certified paper from doctors), students may re-take the examination.</p> <p><i>Class Behaviors</i></p> <p>Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Writing AE2 course with approximately 8-10 hours per week (both in class and self- study). Accordingly, students are supposed to follow the obligations below:</p> <ul style="list-style-type: none"> <li>- Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.</li> <li>- Participate fully and constructively in all course activities and discussions (if any).</li> <li>- Display appropriate courtesy to all involved in the class.</li> <li>- Provide constructive feedback to faculty members regarding their performance.</li> </ul> <p><i>Plagiarism</i></p> <p>All forms of plagiarism and unauthorised collusion are seriously regarded and could result in penalties.</p> <p>Plagiarism occurs when students copy or reproduce people's words or ideas and then present them as students' own work without proper acknowledgement, including when students copy the work of their fellow students.</p> <p>Plagiarism in student submissions can be detected by:</p> <ul style="list-style-type: none"> <li>• some web-based programs such as SafeAssign or Turnitin, or</li> <li>• examiner's judgments with evidence of originals</li> </ul>
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	<p>The rater will review the paper to check if citations or references are provided properly. Penalties due to improper citations or references include:</p> <table border="1" data-bbox="480 353 1366 618"> <thead> <tr> <th>Degree of magnitude</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Below 15%</td> <td>Marked as it is.</td> </tr> <tr> <td>15% - 25%</td> <td>The score is deducted by <b>25%</b>.</td> </tr> <tr> <td>25% - 40%</td> <td>The score is deducted by <b>50%</b></td> </tr> <tr> <td>Over 40%</td> <td>The score is <b>0</b>.</td> </tr> </tbody> </table> <p>Notes: Part of the test is marked as it is if no plagiarism is detected. Students who plagiarize over 40% <u>twice</u> will be prohibited from sitting the final examination.</p> <p><i>Assignments/Examination:</i> Students must have more than 50/100 points overall to pass this course.</p>	Degree of magnitude	Description	Below 15%	Marked as it is.	15% - 25%	The score is deducted by <b>25%</b> .	25% - 40%	The score is deducted by <b>50%</b>	Over 40%	The score is <b>0</b> .
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## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<p><b>Orientation of the Course</b></p> <p><b>Unit 1: The Academic Writing Process</b></p> <p><b>Introduction</b></p> <p>Thinking about writing processes</p> <p>Distinguishing between academic and personal styles of writing</p> <p>Grammar of academic discourse</p>	1, 3	<p>Lecture</p> <p>Group work</p> <p>Individual task</p>	<p>Ongoing assessment &amp; Midterm test</p>	[1] pp. 15-22

Week	Topic	CLO	Learning activities	Assessments	Resources
2	<b>Unit 2: Researching and Writing</b> Recognizing categories and classification The language of classification The structure of a research paper	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 25-31
3	<b>Unit 3: Fundamentals &amp; Feedback</b> Exploring comparison and contrast structures The language of comparison and contrast Using comparisons and contrasts to evaluate and recommend	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 35-44
4	<b>Unit 3: Fundamentals &amp; Feedback (Cont.)</b> The research paper Identifying a research gap The writing process	1, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 45-49
5	<b>Unit 4: Definitions, Vocabulary &amp; Clarity</b> The clarity principle The language of definition The place of definition in academic text The writing process	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 50-59
6	<b>Unit 5: Generalizations, Facts and Honesty</b> Honesty principle The language of generalization	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Midterm test	[1] pp. 60-68
7	<b>Unit 5: Generalizations, Facts and Honesty (Cont.)</b> Writing a literature review The writing process Brainstorming and clustering APA 7th Style Guidelines – see <a href="https://www.apastyle.org/">https://www.apastyle.org/</a> Sample midterm exam + Correction	1, 2, 3		Ongoing assessment & Midterm test	[1] pp. 69-74
8	<b>MIDTERM TEST</b>				
9	<b>Unit 6: Seeing Ideas and Sharing Texts</b> Writing about events in time Connecting events Reading and writing about visuals	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 75-88

Week	Topic	CLO	Learning activities	Assessments	Resources
	Learning about peer reviews				
10	<b>Unit 7: Description, Methods &amp; Reality</b> Describing processes and products The language for writing about processes Writing the Methods section Giving and getting formal peer feedback	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 89-103
11	<b>Unit 8: Results, Discussion &amp; Relevance</b> What is an argument? The language of argument The Results and Discussion sections Finding an academic voice	1, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 104-118
12	<b>Unit 9: The Whole Academic Text</b> S-P-S-E: Focus on structure S-P-S-E in the introduction The language of coherence and connection Teacher evaluation	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 119-133
13	<b>Unit 10: Creating the Whole Text</b> Structure of the research paper Creating your own research	1, 2, 3	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 134-139
14	<b>Unit 10: Creating the Whole Text</b> Plagiarism Creating citations Paraphrase and summary Authorial identity	1-4	Lecture Group work Individual task	Ongoing assessment & Final exam	[1] pp. 140-148
15	<b>Sample final exam + Correction</b>	1-4		Ongoing assessment & Final exam	
FINAL EXAMINATION					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	60% Pass	60% Pass	60% Pass	60% Pass
Midterm test (20%)	Part 1 60% Pass		Part 2 60% Pass	
Final exam (50%)		Part 1 60% Pass	Part 2 60% Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Rubrics for Midterm test

**Part 1: (30 pts)** Read a given text and create a graphic display or an outline that categorises the two-level classifications made in the text. (CLO1)

**Part 2: (70 pts)** Write a comparison/ contrast essay of about 350 words on ONE of the given topics. Pay attention to the use of academic language and a clear text structure.

<b>Content</b>	All main points relevant to the topic The essay question fully answers	<b>20</b>	<b>CLO 3</b>
<b>Organization</b>	Topic and purpose of the essay discussed in the introduction Each main point discussed in a paragraph All main points summarized and rephrased in the conclusion	<b>20</b>	<b>CLO 3</b>
<b>Coherence</b>	Paragraphs are ordered in a systematic manner based on, for example, importance, priority, etc. Compare/contrast transitions are properly used.	<b>15</b>	<b>CLO 3</b>
<b>Style and Tone</b>	Formal writing with full forms Polite writing Academic vocabulary	<b>15</b>	<b>CLO 3</b>

##### 5.2. Rubrics for Final Exam

**Part 1: (30 pts)** Write a summary of a given text.

CATEGORIES	CRITERIA	POINTS	CLO
<b>Accuracy and completeness of the content</b> (10 pts)	– The summary contains all of the key ideas in the original, reflecting complete and accurate information about the source.	10	CLO2
<b>Paraphrasing</b> (10 pts)	– All sentences should reveal students' ability in varying the language to avoid repetition.	10	CLO2
<b>Organization</b> (5 pts)	– The summary starts with a general evaluation and includes several sub-topics that explain key ideas from the original.	3	CLO2
	– The summary is organized and coherent.	2	

<b>Grammar, usage and mechanics</b> (5 pts)	- All sentences are clear, accurate and complete.	3	CLO2
	- The summary contains one or two minor errors, but these do not obscure the meaning.	2	
<b>Total</b>		<b>30</b>	

**Part 2: (70 pts)** Write an argumentative essay of about 350 words on ONE of the given topics. Pay attention to the use of academic language and a clear text structure.

<b>Content</b>	All main points relevant to the topic The essay question fully answers	<b>20</b>	<b>CLO 3</b>
<b>Organization</b>	Topic and purpose of the essay discussed in the introduction Each main point discussed in a paragraph All main points summarized and rephrased in the conclusion	<b>20</b>	<b>CLO 3</b>
<b>Coherence</b>	Paragraphs are ordered in a systematic manner based on, for example, importance, priority, etc. Compare/contrast transitions are properly used.	<b>15</b>	<b>CLO 3</b>
<b>Style and Tone</b>	Formal writing with full forms Polite writing Academic vocabulary	<b>15</b>	<b>CLO 3</b>

**Date revised: 2 June, 2025**

*Ho Chi Minh City, 6 June, 2025*  
**Vice Dean of School of Languages**  
*(Signature)*

*Dr. Vũ Hoa Ngân*



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
Department of Physics

**COURSE SYLLABUS**

**Course Name: Physics 1 (General Mechanics)**

Course Code: **PH013IU**

**1. General information**

Course designation	<i>This subject will provide an introduction to mechanics including: concepts and principles of kinetics, dynamics, energetics of motion of a particle and a rigid body.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Assos. Prof. Phan Bảo Ngọc Dr. Phan Hiền Vũ
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, assignment.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): lecture: 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2
Required and recommended prerequisites for joining the course	None

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	<p>This course will provide students with:</p> <ol style="list-style-type: none"> <li>1. The basic knowledge of general Mechanics Physics</li> <li>2. Skills to solve problems in engineering environment by applying both theoretical and experimental techniques</li> <li>3. Understanding and skills needed to use physical laws governing real process and to solve them in the engineering environment</li> <li>4. Confidence and fluency in discussing physics in English.</li> </ol>																								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="431 499 1385 890"> <thead> <tr> <th data-bbox="431 499 678 575">Competency level</th> <th data-bbox="678 499 1385 575">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="431 575 678 772">Knowledge</td> <td data-bbox="678 575 1385 772">           CLO1. Understand basic knowledge of kinematics, dynamics, and laws of conservation of a mechanical system.            CLO2. Apply knowledge of physics to solving problems in science and engineering         </td> </tr> <tr> <td data-bbox="431 772 678 848">Skill</td> <td data-bbox="678 772 1385 848">CLO3. Apply skills to analyzing and solving problems in science and engineering</td> </tr> <tr> <td data-bbox="431 848 678 890">Attitude</td> <td data-bbox="678 848 1385 890">CLO4. Communicate effectively in writing manner</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1. Understand basic knowledge of kinematics, dynamics, and laws of conservation of a mechanical system. CLO2. Apply knowledge of physics to solving problems in science and engineering	Skill	CLO3. Apply skills to analyzing and solving problems in science and engineering	Attitude	CLO4. Communicate effectively in writing manner																
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Examination forms	Short-answer questions																								
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																								

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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Intended Learning Outcomes (ILO) (1-10) is shown in the following table:

CLO	ILO									
	1	2	3	4	5	6	7	8	9	10
1	x									
2	x									
3										
4										

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1-3	<p><b>Chapter 1:</b> Basis of Kinematics</p> <p>Motion in One Dimension:</p> <ul style="list-style-type: none"> <li>- Position, Velocity, and Acceleration</li> <li>- One-Dimensional Motion with Constant Acceleration</li> <li>- Freely Falling Objects</li> </ul> <p>Motion in Two Dimensions:</p> <ul style="list-style-type: none"> <li>- Position, Velocity, and Acceleration Vectors</li> <li>- Two-Dimensional Motion with Constant Acceleration. Projectile Motion</li> <li>- Circular Motion. Tangential and Radial Acceleration</li> <li>- Relative Velocity and Relative Acceleration</li> </ul>	1	Assignment/Quiz Midterm	Lecture, Discussion, Inclass-Quiz	[1] 1 [2] 1, 2, 3, 4
4-7	<p><b>Chapter 2:</b> Laws of Motion</p> <ul style="list-style-type: none"> <li>- Newton's First Law and Inertial Frames</li> <li>- Newton's Second Law</li> <li>- Newton's Third Law</li> </ul>	1	Assignment//Quiz Midterm	Lecture, Discussion, Inclass-Quiz	[1] 2 [2] 5, 6

	Some Applications of Newton's Laws: <ul style="list-style-type: none"> <li>- Gravitational Force and Weight</li> <li>- Forces of Friction</li> <li>- Uniform Circular Motion and Non-uniform Circular Motion</li> <li>- Motion in the Presence of Resistive Forces</li> <li>- Motion in Accelerated Frames</li> </ul>				
8	<b>Chapter 3:</b> Work and Mechanical Energy <ul style="list-style-type: none"> <li>- Work Done by Force. Power</li> <li>- Kinetic Energy and Work. Kinetic Energy Theorem</li> </ul>	3	Assignment//Quiz Final	Lecture, Discussion, Inclass-Quiz	[1] 3 [2] 7, 8
	Midterm				
9	<ul style="list-style-type: none"> <li>- Potential Energy of a System</li> <li>- Conservation of Mechanical Energy</li> <li>- Conservative and Non-conservative Forces</li> <li>- Changes in Mechanical Energy for Non-conservative Forces</li> <li>- Relationship Between Conservative Forces and Potential Energy</li> </ul>			Lecture, Discussion, Inclass-Quiz	
10-11	<b>Chapter 4:</b> Linear Momentum and Collisions <ul style="list-style-type: none"> <li>- Linear Momentum and Its Conservation</li> <li>- Impulse and Momentum</li> <li>- Collisions in One Dimension and Two Dimensions</li> </ul>		Assignment//Quiz Final	Lecture, Discussion, Inclass-Quiz	[1] 4 [2] 9
12-14	<b>Chapter 5:</b> Rotation of a Rigid Object About a Fixed Axis <ul style="list-style-type: none"> <li>- Rotational Kinematics. Rotational Motion with Constant Angular Acceleration</li> <li>- Torque and Angular Acceleration</li> <li>- Moments of Inertia</li> <li>- Rotational Kinetic Energy</li> <li>- Rolling Motion of a Rigid Object</li> <li>- Angular Momentum of a Rotating Rigid Object</li> <li>- Conservation of Angular Momentum</li> </ul>	3	Assignment//Quiz Final	Lecture, Discussion, Inclass-Quiz	[1] 5 [2] 10, 11
15	<b>Chapter 6:</b> Equilibrium and Elasticity The Conditions for Equilibrium The Center of Gravity <b>Chapter 7:</b> Universal Gravitation Newton's Law of Gravitation Kepler's Laws and the Motion of Planets The Gravitational Field and Gravitational and Potential Energy	3	Assignment//Quiz Final	Lecture, Discussion, Inclass-Quiz	[1] 6, 7 [2] 12, 13
	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
In-class exercises/quizzes (10%)	Qz1 60%Pass	Qz2 60%Pass		Qz3 60%Pass
Homework exercises (20%)	HW2 50%Pass		HW1, HW3, HW4 50%Pass	
Midterm exam (30%)		Q3 50%Pass	Q1, Q2 50%Pass	
Final exam (40%)	Part I 50%Pass		Part II.1,2 50%Pass	Part II.3 50%Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>		100	

##### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.

3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: December 27, 2022**

*Ho Chi Minh City, 27/12/2022*  
**Chair of Department of Physics**

**Phan Bảo Ngọc**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
Department of Physics

**COURSE SYLLABUS**

**Course Name: Physics 2 (Fluid Mechanics and Thermal Physics)**

Course Code: **PH014IU**

**1. General information**

Course designation	<i>This subject will provide a basic knowledge of fluid mechanics; macroscopic description of gases; heat and the first law of thermodynamics; heat engines and the second law of thermodynamics; microscopic description of gases and the kinetic theory of gases.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Assos. Prof. Phan Bảo Ngọc Dr. Phan Hiền Vũ
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, assignment.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): lecture: 30 Private study including examination preparation, specified in hours <sup>1</sup> : 60
Credit points	2
Required and recommended prerequisites for joining the course	None

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	<p>This course will provide students with:</p> <ol style="list-style-type: none"> <li>1. The basic knowledge of Fluid Mechanics and Thermal Physics</li> <li>2. Skills to solve problems in engineering environment by applying both theoretical and experimental techniques</li> <li>3. Understanding and skills needed to use physical laws governing real process and to solve them in the engineering environment</li> <li>4. Confidence and fluency in discussing physics in English.</li> </ol>															
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Examination forms	Short-answer questions															
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>															

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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Intended Learning Outcomes (ILO) (1-10) is shown in the following table:

CLO	ILO									
	1	2	3	4	5	6	7	8	9	10
1	x									
2	x									
3										
4										

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1-2	<b>Chapter 1:</b> Fluid Mechanics - Fluids at Rest - Ideal Fluids in Motion - Bernoulli's Equation	1, 2	Assignment//Quiz Midterm	Lecture, Discussion, Inclass-Quiz	[1] 1 [2] 14
3-8	<b>Chapter 2:</b> Temperature, Heat, and First Law of Thermodynamics - Temperature and Zero <sup>th</sup> Law of Thermodynamics - Thermal Expansion - Heat and Absorption of Heat by Solids and Liquids - Work and Heat in Thermodynamic Processes - First Law of Thermodynamics and Its Some Special Cases - Heat Transfer Mechanisms	1, 2	Assignment//Quiz Midterm	Lecture, Discussion, Inclass-Quiz	[1] 2 [2] 18
<b>Midterm</b>					
9-12	<b>Chapter 3:</b> Kinetic Theory of Gases - Ideal Gases: Experimental Laws, Equation of State - Molecular Model of an Ideal Gas. Mean Free Path - Boltzmann Distribution Law and	3, 4	Assignment//Quiz Final	Lecture, Discussion, Inclass-Quiz	[1] 2 [2] 19

	Distribution of Molecular Speeds - Molar Specific Heats of an Ideal Gas - Equipartition of Energy Theorem - Adiabatic Expansion of an Ideal Gas				
13-15	<b>Chapter 4:</b> Entropy and Second Law of Thermodynamics - Reversible, Irreversible Processes and Entropy - Second Law of Thermodynamics - Entropy in Real World: Engines - A Statistical View of Entropy	3, 4	Assignment//Quiz Final	Lecture, Discussion, Inclass-Quiz	[1] 4 [2] 20
	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
In-class exercises/quizzes (10%)	Qz1 60%Pass	Qz2 60%Pass		Qz3 60%Pass
Homework exercises (20%)	HW2 50%Pass		HW1, HW3, HW4 50%Pass	
Midterm exam (30%)		Q3 50%Pass	Q1, Q2 50%Pass	
Final exam (40%)	Part I 50%Pass		Part II.1,2 50%Pass	Part II.3 50%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		

Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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*Source: Association of American Colleges and Universities*

***Oral communication value rubric for evaluating presentation tasks:***

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: December 27, 2022**

Ho Chi Minh City, 27/12/2022  
**Chair of Department of Physics**

**Phan Bảo Ngọc**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Business

**COURSE SYLLABUS**

**Course Name: Principles of Marketing**

Course Code: **BA003IU**

**1. General information**

Course designation	The course named “Principles of Marketing” provides the students with necessary information on the basic concepts of marketing and its principles. It focuses on the understanding of Market Demand and Customers Behaviors as well as Marketing strategies developed by firms in terms of Pricing, Product, Place, Promotion, etc. The course also mentions various methods to market research and environmental factors that affect the marketing activities.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lectures, projects, quizzes, examinations.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 37.5 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	None

Course objectives	<p>This course is an introduction to the field of marketing. In this course, the students will start to examine the most basic concepts in marketing – customer needs, wants, and demand to understand the marketplace. Next, main steps in designing a customer-driven marketing strategy are also explored. This course specially focuses on constructing an integrated marketing program that delivers superior value by using the marketing mix (the four Ps) – product/service design, pricing, distribution, and promotion. At last, other new contents of modern marketing, such as customer relationship management and partner relationship management are also briefly mentioned.</p>									
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="446 556 1396 1253"> <thead> <tr> <th data-bbox="446 556 690 598">Competency level</th> <th data-bbox="690 556 1396 598">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 598 690 945">Knowledge</td> <td data-bbox="690 598 1396 945"> <p>CLO1. Describe marketing terminology and concepts and the principles used in developing marketing programs in a firm.</p> <p>CLO2. Identify wants, environmental factors and personal factors that shape marketing activities for certain target markets.</p> <p>CLO3. Explain the different types of goods, services, pricing, distribution and promotion in marketing strategies.</p> </td> </tr> <tr> <td data-bbox="446 945 690 1176">Skill</td> <td data-bbox="690 945 1396 1176"> <p>CLO4. Describe different research methodologies in developing marketing plans.</p> <p>CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of marketing activities</p> </td> </tr> <tr> <td data-bbox="446 1176 690 1253">Attitude</td> <td data-bbox="690 1176 1396 1253"> <p>CLO6. State the ethical requirements of marketing activities</p> </td> </tr> </tbody> </table>		Competency level	Course learning outcome (CLO)	Knowledge	<p>CLO1. Describe marketing terminology and concepts and the principles used in developing marketing programs in a firm.</p> <p>CLO2. Identify wants, environmental factors and personal factors that shape marketing activities for certain target markets.</p> <p>CLO3. Explain the different types of goods, services, pricing, distribution and promotion in marketing strategies.</p>	Skill	<p>CLO4. Describe different research methodologies in developing marketing plans.</p> <p>CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of marketing activities</p>	Attitude	<p>CLO6. State the ethical requirements of marketing activities</p>
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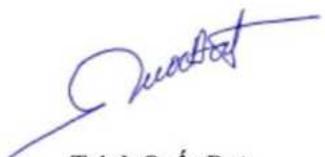
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Learning level: I (Introduced); R (Reinforced); M (Mastered)</p> <table border="1" data-bbox="443 369 1393 1377"> <thead> <tr> <th data-bbox="443 369 1060 426">Topic</th> <th data-bbox="1060 369 1222 426">Weight</th> <th data-bbox="1222 369 1393 426">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 426 1060 516">Chapter 1: Creating and Capturing Customer Value</td> <td data-bbox="1060 426 1222 516">1</td> <td data-bbox="1222 426 1393 516">I, R</td> </tr> <tr> <td data-bbox="443 516 1060 638">Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships</td> <td data-bbox="1060 516 1222 638">1</td> <td data-bbox="1222 516 1393 638">I, R</td> </tr> <tr> <td data-bbox="443 638 1060 695">Chapter 3: Analyzing the marketing environment</td> <td data-bbox="1060 638 1222 695">1</td> <td data-bbox="1222 638 1393 695">I, R</td> </tr> <tr> <td data-bbox="443 695 1060 785">Chapter 5: Understanding consumer buyer behavior</td> <td data-bbox="1060 695 1222 785">2</td> <td data-bbox="1222 695 1393 785">I, R</td> </tr> <tr> <td data-bbox="443 785 1060 875">Chapter 6: Business Markets and Business Buying Behavior</td> <td data-bbox="1060 785 1222 875">1</td> <td data-bbox="1222 785 1393 875">I, R</td> </tr> <tr> <td data-bbox="443 875 1060 966">Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers</td> <td data-bbox="1060 875 1222 966">2</td> <td data-bbox="1222 875 1393 966">I, R</td> </tr> <tr> <td data-bbox="443 966 1060 1056">Chapter 8: Product, Services, and Brands: Building Customer Value</td> <td data-bbox="1060 966 1222 1056">2</td> <td data-bbox="1222 966 1393 1056">I, R</td> </tr> <tr> <td data-bbox="443 1056 1060 1146">Chapter 10: Pricing: Understanding and Capturing Customer Value</td> <td data-bbox="1060 1056 1222 1146">1</td> <td data-bbox="1222 1056 1393 1146">I, R</td> </tr> <tr> <td data-bbox="443 1146 1060 1236">Chapter 12: Marketing Channels: Delivering Customer Value</td> <td data-bbox="1060 1146 1222 1236">1</td> <td data-bbox="1222 1146 1393 1236">I, R</td> </tr> <tr> <td data-bbox="443 1236 1060 1327">Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy</td> <td data-bbox="1060 1236 1222 1327">1</td> <td data-bbox="1222 1236 1393 1327">I, R</td> </tr> <tr> <td data-bbox="443 1327 1060 1377">Chapter 15: Advertising and Public Relations</td> <td data-bbox="1060 1327 1222 1377">1</td> <td data-bbox="1222 1327 1393 1377">I, R</td> </tr> </tbody> </table>	Topic	Weight	Level	Chapter 1: Creating and Capturing Customer Value	1	I, R	Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1	I, R	Chapter 3: Analyzing the marketing environment	1	I, R	Chapter 5: Understanding consumer buyer behavior	2	I, R	Chapter 6: Business Markets and Business Buying Behavior	1	I, R	Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	2	I, R	Chapter 8: Product, Services, and Brands: Building Customer Value	2	I, R	Chapter 10: Pricing: Understanding and Capturing Customer Value	1	I, R	Chapter 12: Marketing Channels: Delivering Customer Value	1	I, R	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1	I, R	Chapter 15: Advertising and Public Relations	1	I, R
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Chapter 15: Advertising and Public Relations	1	I, R																																			
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis																																				
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																				
Reading list	<p>[1] Textbook: Philip Kotler and Gary Armstrong (2015), Principles of Marketing, 16th Edition, Prentice Hall, Upper Saddle River, New Jersey</p> <p>[2] Slides and other materials are provided in the Blackboard</p>																																				

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Creating and Capturing Customer Value	1	MCQs; Case analysis	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
3	Chapter 3: Analyzing the marketing environment	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
4, 5	Chapter 5: Understanding consumer buyer behavior	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
6	Chapter 6: Business Markets and Business Buying Behavior	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
7, 8	Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
9	Midterm	1,2,3, 6	Short-answer questions; MCQs; Case analysis 70%*		
10, 11	Chapter 8: Product, Services, and Brands: Building Customer Value	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
12	Chapter 10: Pricing: Understanding and Capturing Customer Value	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
13	Chapter 12: Marketing Channels: Delivering Customer Value	1,2,3	Quiz 70%*	Lecture, Discussion	[1], [2]
14	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	Chapter 15: Advertising and Public Relations	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
16	Oral group project presentation	4,5	Oral Presentation 70%*	Q&A	
17	Final exam	1,2,3, 4,6	Short- answer questions; MCQs; Case analysis 70%*		

Note: \* Target that 70% of students having scores greater than 70 out of 100.

**3. Date revised:**

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Economics, Finance and Accounting

**COURSE SYLLABUS**

**Course Name: Financial Accounting**

Course Code: **BA005IU**

**1. General information**

Course designation	BA005IU– Financial Accounting is the entry-level course which explores the basis of accounting that would be beneficial to student seeking a degree in the business area. Students will be introduced to the importance of accounting within the business environment and how accounting information can be utilized to facilitate business decisions. Students who decide to choose the Accounting and Finance major may go on to take the course Managerial Accounting or Auditing in the following semesters, which will focuses on evaluating and auditing firms, and report information to stakeholders.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Nguyen Thi Le Ha Ms. Truong Dieu Khiem Mr. Vu Tuan Anh
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, 2 big quizzes, project
Workload (incl. contact hours, self-study hours)	Total workload: 135
Credit points	3

Required and recommended prerequisites for joining the course	None	
Course objectives	This course develops a basic understanding on the theories, principles, and applications of accounting and financial reporting, essentials in the IFRS standard, including topics such as the theory of debit and credit, accounts, special journals, the accounting cycle, notes and interest, accruals and deferrals, cash, receivables, inventory, fixed assets, and the analysis of financial statements. In general, its primary aim is to provide the basic knowledge in preparing and processing accounting transactions to present financial details in a relevant and effective manner, as well as interpreting this accounting information for different types of external and internal investors, management and other accounting information users.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	<p>CLO1. Identify the importance of accounting information in decision making and the role it plays within the business environment</p> <p>CLO2. Compare the relevant procedures of the accounting information life cycle and transformation of accounting information during this process.</p> <p>CLO3. Differentiate the development of accounting principles and policies through accounting theories and undertakings of the accounting professions</p>
	Skill	<p>CLO4. Organize individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities.</p> <p>CLO5: Identify the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities</p> <p>CLO6: Explain the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities</p>
Attitude	<p>CLO7: Hold skills and knowledge of global citizens</p> <p>CLO8: Practice skills and knowledge of global</p>	

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Accounting and Business	1	I, T
	Analyzing Transactions	2	T, U
	The Adjusting process	1	T, U
	Completing the Accounting cycle	2	T
	Accounting for merchandising business	2	T, U
	Accounting for Inventories	2	T
	Accounting for Receivables	1	T, U
	Accounting for Fixed Assets	1	T, U
Accounting for current liabilities	0.5	I, T	
Financial Analysis	0.5	I, T	
Examination forms	Multiple-choice questions, short-answer questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Jerry J Weygandt, Paul D Kimmel, Donald E Kieso, Accounting Principles IFRS Version, Global Edition [2] Carl Warren, Accounting With IFRS Essentials: An Asia Edition, 1st Edition		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-8) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

CLO	SLO					
	1	2	3	4	5	6
1	x					
2	x					
3						x
4						
5						
6						
7						

8						
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### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Accounting and Business - The Nature of Accounting and Business - Accounting Equation - Financial Statements	1, 4	Quiz1	Lecture, Discussion, Inclass-Quiz	[1]. [2].
2-3	Analyzing Transactions - Double-entry Accounting System - Journalizing Entries and Posting Them to Accounts - Trial Balance	3	HW1	Lecture, Inclass-Quiz, HW	[1].
4	The Adjusting Process - Adjusting entries - Adjusted Trial Balance	3	Quiz4	Lecture, Group work	[2].
5-6	Completing the Accounting Cycle - Flow of Accounting Information - Closing Entries - Accounting Cycle	2	HW2, Quiz6	Lecture, Group work, HW	[1]. [2].
7	Accounting for Merchandising Businesses - Financial Statements for a Merchandising Business - Merchandising Transactions				
8,10	Inventories - Inventory Costing Methods - Reporting Merchandising Inventory in the Financial Statements - Estimating Inventory Cost	3		Lecture, Group work	[2].
9	Midterm				
11-12	Receivables - Direct write-off method for Uncollectible Accounts - Allowance Method for Uncollectible Accounts	3	HW3	Lecture, Group work, HW	[2]. [1].
13	Fixed Assets - Plant Asset Expenditures - Depreciation Methods	3		Lecture, Group work	[3].
14	Fixed Assets - Plant Asset Disposals - Statement preparation and Analysis	3	HW4	Lecture, Discussion, HW	[2].
15	Current liabilities - Accounting for liabilities - Reporting and Analyzing	3,4	Quiz15	Lecture, Inclass-Quiz	[1]. [2].
16	Current liabilities - Accounting for liabilities - Reporting and Analyzing			Review-Test	
17	Final exam				

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
2 big quizzes (10%)	Qz1 60%Pass	Qz6 60%Pass		Qz15 60%Pass
In-class exercises (20%)	HW2 50%Pass		HW1, HW3, HW4 50%Pass	
Midterm exam (30%)		Q3 50%Pass	Q1, Q2 50%Pass	
Final exam (40%)	Part I 50%Pass		Part II.1,2 50%Pass	Part II.3 50%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics (optional)

### GRADING RUBRIC FOR WRITTEN COURSEWORK

#### MIDTERM EXAMINATION – Subject (ID subject)

Academic year: 2022 – 2023 (term ...)

Criteria	INADEQUATE 10% – 49%	ADEQUATE 50% - 59%	ABOVE AVERAGE 60% - 74%	EXEMPLARY ≥ 75%
Organisation and clarification	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
Originality and usefulness of the analysis	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify legal issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
Use of data/information	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.	Draws upon sources to support most points.  Some evidence may not support arguments	Draws upon primary and secondary source information in useful and illuminating ways to support key points.

		Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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VIETNAM NATIONAL UNIVERSITY HCMC  
**INTERNATIONAL UNIVERSITY**  
 School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: ECONOMICS OF MONEY, BANKING AND  
 FINANCE**

**Course Code: EFA112IU**

**1. General information**

Course designation	<i>This course explores monetary and financial tools, institutions, and markets through the lenses of theory, real-world application, and policy. Key areas of focus include an introduction to financial markets, fundamental financial institutions and intermediaries, the role and creation of money, interest rate dynamics, banking operations and financial institution management, central banking and the Federal Reserve System, implementation of monetary policy, foreign exchange markets, and the global financial system.</i>
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Do Hoang Phuong
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Homework, Group research project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	None

Course objectives	<ul style="list-style-type: none"> <li>• Explain the roles and types of financial markets and how they facilitate the flow of funds within the economy.</li> <li>• Describe the functions of key financial institutions and intermediaries.</li> <li>• Understand the nature of money, its roles in the economy, and the process of money creation by the banking system.</li> <li>• Examine the factors influencing interest rates and how changes in interest rates affect financial decisions and economic activity.</li> <li>• Analyze the principles and challenges involved in managing commercial banks and other financial institutions.</li> <li>• Discuss the organization and functions of central banks with a focus on the U.S. Federal Reserve and its influence on the economy. A look to the Vietnam's central bank is also provided.</li> <li>• Evaluate how central banks use monetary policy tools to influence economic variables such as inflation, employment, and economic growth.</li> <li>• Understand the functioning of the foreign exchange market, factors affecting exchange rates, and their implications for trade and investment.</li> </ul>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="446 814 1396 1356"> <thead> <tr> <th data-bbox="446 814 690 856">Competency level</th> <th data-bbox="690 814 1396 856">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 856 690 1087">Knowledge</td> <td data-bbox="690 856 1396 1087">           CLO1: Explain the roles of financial markets and the functions of key financial institutions and intermediaries.            CLO2: Understand the structure and policy tools of central banks (U.S. Federal Reserve and State Bank of Vietnam), and the nature and the role of money and interest rates in the economy.         </td> </tr> <tr> <td data-bbox="446 1087 690 1245">Skill</td> <td data-bbox="690 1087 1396 1245">           CLO3: Evaluate factors influencing interest rates and their impact on financial markets and decision-making.            CLO4: Analyze the foreign exchange market and assess how factors determine the exchange rate.         </td> </tr> <tr> <td data-bbox="446 1245 690 1356">Attitude</td> <td data-bbox="690 1245 1396 1356">           CLO5: Appreciate the role of monetary policy and central bank management in economic stability, and develop a critical, responsible approach to financial policy analysis.         </td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Explain the roles of financial markets and the functions of key financial institutions and intermediaries. CLO2: Understand the structure and policy tools of central banks (U.S. Federal Reserve and State Bank of Vietnam), and the nature and the role of money and interest rates in the economy.	Skill	CLO3: Evaluate factors influencing interest rates and their impact on financial markets and decision-making. CLO4: Analyze the foreign exchange market and assess how factors determine the exchange rate.	Attitude	CLO5: Appreciate the role of monetary policy and central bank management in economic stability, and develop a critical, responsible approach to financial policy analysis.
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Explain the roles of financial markets and the functions of key financial institutions and intermediaries. CLO2: Understand the structure and policy tools of central banks (U.S. Federal Reserve and State Bank of Vietnam), and the nature and the role of money and interest rates in the economy.								
Skill	CLO3: Evaluate factors influencing interest rates and their impact on financial markets and decision-making. CLO4: Analyze the foreign exchange market and assess how factors determine the exchange rate.								
Attitude	CLO5: Appreciate the role of monetary policy and central bank management in economic stability, and develop a critical, responsible approach to financial policy analysis.								

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Introduction	1	I, T
	Financial intermediaries	4	T, U
	The nature of money	2	T, U
	Central bank, commercial banks and money creation	2	T, U
	Central bank and monetary policy	2	T, U
The foreign exchange market	2	T	
Summary	1	T, U	
Examination forms	Multiple-choice questions, short-answer questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Textbooks: [1] Frederic S. Mishkin (2022), <i>The Economics of Money, Banking, and Financial Markets</i> , 12th edition, Global edition, Pearson. [2] Frederic S. Mishkin and Stanley Eakins (2018), <i>Financial Markets and Institutions</i> , 9 <sup>th</sup> Edition, Pearson. Other data sources: [3] Sounders, Cornett, Erhemjamts, <i>Financial Markets and Institutions</i> , 8th Edition, McGraw Hill, 2022. [4] Selected texts provide by the lecturer.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

CLO		PLO				
		1	2	3	4	5
	1	x				
	2		x	x		x
	3		x	x		x
	4		x	x	x	x
	5				x	x

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Overview of Financial Markets and Institutions	1		Lecture, Q&A	[1]
2 & 3	The bond market, the stock market	1,2	In-class quiz, HW1	Lecture, Q&A	[2], [3]
4 & 5	Commercial banks, and its management	1,2,3	In-class quiz	Lecture, Q&A	[1]
6 & 7	The nature of money	1, 2, 3	In-class quiz HW2	Lecture, Q&A	[1], [4]
Midterm					
8	Commercial banks and money creation	2,3,5	In-class quiz	Lecture, Q&A	[1], [4]
9	The role of central bank in money creation	2, 3, 5	In-class quiz	Lecture, Q&A	[1], [4]
10&11	Central bank's monetary policy and other tools	2, 3, 5	In-class quiz	Lecture, Q&A	[1], [4]
12&13	The foreign exchange market	4	In-class quiz	Lecture, Q&A	[1], [4]
14	Final review	1→5	In-class quiz	Lecture, Q&A	
	Final				

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Homework (20%)		x 70%Pass	x 70%Pass	x 70%Pass	
In-class quiz (10%)	x 70%Pass				x 70%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass	
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

### 5. Rubrics (optional)

#### 5.1. Grading checklist

Grading checklist for Written Reports		
Student: .....	HW/Assignment: .....	
Date: .....	Evaluator: .....	
	<b>Max.</b>	<b>Score</b>
		<b>Comments</b>

<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>		10	
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined,	Issue/ problem to be considered critically is stated without clarification or description.

			and/ or backgrounds unknown.	
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.

<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / June / 2025</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: FUNDAMENTALS OF FINANCIAL  
MANAGEMENT**

**Course Code: BA016IU**

**1. General information**

Course designation	<p>Fundamentals of Financial Management (BA016IU) is designed to equip students foundation knowledge of financial accounting and economics. The course emphasizes theoretical frameworks and practical matters of financial management. The learning experience will include: an introduction to financial management; time value of money; techniques of pricing of financial instruments such as bonds and stocks; evaluation of major projects; the relationship between risk and return; an introduction to Capital Asset Pricing Model (CAPM) and Portfolio theory; and cost of capital and capital structure.</p> <p>The learning system in this course consists of lectures and discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases.</p>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	<p>Ms. Nhung H Le Dr. Tien C Ng Ms. Anh N Phan Ms. Trang D T Le Ms. Uyen T M Vu Mr. Thien K Vo Mr. Minh N Tran</p>
Language	English

Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A
Workload (incl. contact hours, self-study hours)	Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	N/A
Course objectives	<p>Fundamental of Financial Management course provides students with basic concepts of financial management such as time value of money, security valuation as well as project valuation, risk-return relationship, capital structure and cost of capital estimation. This course may fulfill requirements of curriculum for students majoring in business administration in general; however is the foundation for students majoring in finance and accounting. For those students that major in finance and accounting, they can take higher level of courses in finance after this course, to count for some, Corporate Finance, Financial Institutions and Market, Portfolio Theory and Investment Analysis, International Finance Management, etc.</p>

Course learning outcomes	Upon the successful completion of this course students will be able to:																													
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																												
	Knowledge	<p>CLO1. Explain the purpose, goals, and importance of financial management.</p> <p>CLO2. Understand time value of money and possess skills to convert financial time values. Make basic valuation of bonds, stocks, and investment projects.</p> <p>CLO3. Understand the relationship between risk and return. Compute cost of capital and capital structure.</p>																												
	Skill	CLO4. Evaluate capital budgeting alternatives, using the firm's cost of capital in conjunction with internal rate of return and net present value techniques to make investment decision.																												
Attitude	CLO5. Can learn independently and assume responsibility for the learning process																													
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to financial management</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Time Value of Money</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Bonds and their evaluation</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Stock and their evaluation</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Project Investment Criteria and Capital Budgeting Decision</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Capital Budgeting and Cash Flows Projection</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Risk, Return and Capital Budgeting</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Capital Structure and Cost of Capital</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Introduction to financial management	1	I, T	Time Value of Money	3	T, U	Bonds and their evaluation	2	T, U	Stock and their evaluation	2	T, U	Project Investment Criteria and Capital Budgeting Decision	1	T, U	Capital Budgeting and Cash Flows Projection	2	T, U	Risk, Return and Capital Budgeting	1	I, T	Capital Structure and Cost of Capital	1	T, U
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Capital Budgeting and Cash Flows Projection	2	T, U																												
Risk, Return and Capital Budgeting	1	I, T																												
Capital Structure and Cost of Capital	1	T, U																												
Examination forms	MCQ, short-answer and long-answer questions																													

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.  Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Textbooks:  [1] Brealey, R.A., Myers, S.C. and Marcus, A.J., <i>Fundamentals of Corporate Finance</i> , McGraw Hill (any recent edition).  <b>Other recommended books:</b> Ross, S. A., Westerfield, R. W., and Jordan, B. D. (2010) <i>Fundamentals of Corporate Finance</i> - 7 <sup>th</sup> ed, McGraw Hill. (any recent edition)

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLOs				
	1	2	3	4	5
1	x				
2	x	x	x		
3	x	x	x	x	
4		x	x		
5					

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to financial management	1		Course Introduction,	[1]
2,3&4	Time Value of Money	2,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
5&6	Bonds and their evaluation	2,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
7&8	Stock and their evaluation	2,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
9&10	Midterm				

11	Project Investment Criteria and Capital Budgeting Decision	2,4,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
12&13	Capital Budgeting and Cash Flows Projection	2,4,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
14&15	Risk, Return and Capital Budgeting	3,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
16	Capital Structure and Cost of Capital	3,4,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
17	Review	1,2,3,4,5	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
18	Final Exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
In-class exercises/quizzes (30%)	80% pass	80% pass	70% pass	90% pass	100% pass
Midterm exam (30%)	x 90%Pass	x 70%Pass	x 70%Pass	x 70%Pass	
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant	15		

background and prior work			
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### **Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: ETHICS AND CORPORATE GOVERNANCE**

**Course Code: EFA233IU**

**1. General information**

Course designation	<p><i>The first part of this course deals with ethics, of which aim is to communicate theoretical and practical insights and developments in the fields of business ethics. The students learn the characteristics of ethical issues in business. They become acquainted with the theoretical basis of business ethics: stakeholder theory, theories of responsibility and normative ethical theory, intercultural ethics; as well as with theories and practices on the implementation of business ethics.</i></p> <p><i>The second part of this course focuses on corporate governance's theories and practices. Corporate governance is concerned with the ownership, control and accountability of corporations. It has become such an important current issue because there is increasing concern about such questions as: in whose interests are companies run; what mechanisms are in place to ensure that shareholder interests are safeguarded; what is the appropriate basis for setting management pay and are executives too often rewarded for failure; and why, despite the formalization of many procedures and practices for good governance, do things still go wrong leading to corporate collapse in some cases and failure of confidence in corporate management more generally?</i></p>
Semester(s) in which the course is taught	1
Person responsible for the course	Ms. Phan, Ngoc Anh
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, project.

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
Credit points	3
Required and recommended prerequisites for joining the course	None
Course objectives	<p>The objectives of this module are:</p> <ul style="list-style-type: none"> <li>• To introduce conceptual and theoretical foundations of ethics and corporate governance</li> <li>• To improve students' awareness of the importance of ethics and corporate governance and its development, practices, methods, and theories</li> <li>• To enhance students' knowledge of different parties influencing the corporation, including shareholders, board of directors, and managers</li> <li>• To understand the relationships among corporation parties to achieve better governance</li> </ul>

Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Express an appreciation for understanding the goals and objectives of ethics in business and corporate governance that facilitates the relationship between stakeholders of the company.
	Knowledge	CLO2. Explain and apply theories about the roles of ethics in doing business and different governance mechanisms in improving the performance of companies CLO3. Assess the primary roles of different governance bodies within a company, such as the board of directors, nomination committees, and audit committees CLO4. Locate the differences between corporate governance rules in different countries and examine the advantages and disadvantages of different governance rules and why they are changing over time
Skills	CLO5. Use empirical studies as tools for an evaluation of ethics and corporate governance rules and practices. CLO6. Demonstrate the ability to deliver an effective oral presentation with appropriate visuals. CLO7. Demonstrate the ability to produce a clear and concise written report that demonstrates advanced understanding of key concepts in ethics and corporate governance.	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="444 369 1388 1312"> <thead> <tr> <th data-bbox="444 369 1159 426">Topic</th> <th data-bbox="1159 369 1289 426">Weight</th> <th data-bbox="1289 369 1388 426">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 426 1159 527">Defining Business Ethics: stakeholders, history, building and operating an ethical business</td> <td data-bbox="1159 426 1289 527">1</td> <td data-bbox="1289 426 1388 527">I,T,U</td> </tr> <tr> <td data-bbox="444 527 1159 627">Organizational Ethics: ethics in manufacturing, marketing, HR, Finance</td> <td data-bbox="1159 527 1289 627">1</td> <td data-bbox="1289 527 1388 627">I,T,U</td> </tr> <tr> <td data-bbox="444 627 1159 716">Introduction to CG</td> <td data-bbox="1159 627 1289 716">2</td> <td data-bbox="1289 627 1388 716">I, T</td> </tr> <tr> <td data-bbox="444 716 1159 804">Theories and philosophies of CG</td> <td data-bbox="1159 716 1289 804">1</td> <td data-bbox="1289 716 1388 804">I, T, U</td> </tr> <tr> <td data-bbox="444 804 1159 892">Disclosure and Transparency</td> <td data-bbox="1159 804 1289 892">1</td> <td data-bbox="1289 804 1388 892">T, U</td> </tr> <tr> <td data-bbox="444 892 1159 980">Shareholders rights and ownership structures</td> <td data-bbox="1159 892 1289 980">2</td> <td data-bbox="1289 892 1388 980">T, U</td> </tr> <tr> <td data-bbox="444 980 1159 1068">Board Structures and Duties</td> <td data-bbox="1159 980 1289 1068">2</td> <td data-bbox="1289 980 1388 1068">T, U</td> </tr> <tr> <td data-bbox="444 1068 1159 1157">Executive Performance Appraisal and Compensation</td> <td data-bbox="1159 1068 1289 1157">2</td> <td data-bbox="1289 1068 1388 1157">T, U</td> </tr> <tr> <td data-bbox="444 1157 1159 1245">Financial Oversight</td> <td data-bbox="1159 1157 1289 1245">2</td> <td data-bbox="1289 1157 1388 1245">T, U</td> </tr> <tr> <td data-bbox="444 1245 1159 1312">Succession Planning</td> <td data-bbox="1159 1245 1289 1312">1</td> <td data-bbox="1289 1245 1388 1312">T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Defining Business Ethics: stakeholders, history, building and operating an ethical business	1	I,T,U	Organizational Ethics: ethics in manufacturing, marketing, HR, Finance	1	I,T,U	Introduction to CG	2	I, T	Theories and philosophies of CG	1	I, T, U	Disclosure and Transparency	1	T, U	Shareholders rights and ownership structures	2	T, U	Board Structures and Duties	2	T, U	Executive Performance Appraisal and Compensation	2	T, U	Financial Oversight	2	T, U	Succession Planning	1	T, U
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Succession Planning	1	T, U																																
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions																																	
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																	
Resources	<p>[1] Andrew Ghillyer (2012). <i>Business ethics: Now</i>. International Edition. New York, NY: McGraw Hill.</p> <p>[2] Tricker, R. (2009) <i>Corporate Governance: Principles, Policies and Practices</i>. Oxford University Press.</p> <p>[3] Solomon, J. (2010) <i>Corporate Governance and Accountability</i>. 3rd ed. John Wiley &amp; Sons.</p> <p>[4] Monks and Minow (2011) <i>Corporate Governance</i>. 5th ed. John Wiley &amp; Sons.</p> <p>[5] IFC (2010) <i>Corporate Governance Manual for Vietnam</i></p>																																	

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1				x						
2	x	x		x						
3	x	x		x						
4		x		x						
5			x		x					
6			x		x					
7			x		x					

## 3. Planned learning activities and teaching methods.

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Defining Business Ethics: stakeholders, history, building and operating an ethical business	1		Lecture, Discussion,	[1] [2]
2	Organizational Ethics: ethics in manufacturing, marketing, HR, Finance	2,3,4		Lecture, Discussion,	[1] [2] [4][5]
3-4	Introduction to CG	1		Lecture, Discussion,	[2] [4][5]
5	Theories and philosophies of CG	2,3,4	Presentation	Lecture, Group work, Discussion,	[2] [4] [5]
6	Disclosure and Transparency	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
7-8	Shareholders rights and ownership structures	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
9-10	Board Structures and Duties	2,3,4, 5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
	Midterm				

11	Executive Performance Appraisal and Compensation	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
12-13	Financial Oversight	2,3,4,5	Presentation	Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
14	Succession Planning	2,3,4,5		Lecture, Group work, Discussion, Presentation, In-class case study	[2] [4] [5]
15	Group presentation	6,7		Presentation	
16	Group presentation	6,7		Presentation	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (10%)		x 80%Pass	x 80%Pass	x 80%Pass			
Group project (20%)	x 80%Pass				x 80%Pass	x 80%Pass	x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass			
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass			

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		

Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

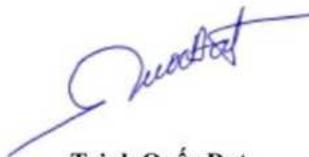
**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business Administration**

**COURSE SYLLABUS**  
**COURSE NAME: BUSINESS LAW**  
**Course Code: BA081IU**

**1. General information**

Course designation	The course will be provided with legal knowledge on business field such as how many types of business entities are there in Vietnam, how to manage and organize each types of the business entities, how to establish/re-organise/terminate the business entities, how to contract/perform/modify/terminate business contracts, and how to settle business disputes. From beginning of the course to midterm examinations, students will be introduced various forms of business entities in Vietnam. As a result, they will be able to choose the best form of business entities and prepare necessary dossiers for their business establishment in order to avoid difficulties caused by the authorities. After the midterm examination to the end of the course, students will discuss legal issues related to contracts and dispute settlement methods. From this, students will be able to ensure contractual validity when they enter into contracts, perform contracts in compliance with law and seek for legal protection in case that their partners violate contracts. This will help students to create, ensure as well as maintain fairness in business activities. In case of disputes, students will be able to choose the best dispute settlement methods to settle their disputes which will save their time and money.
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Vo Tuong Huan Mr. Mai The Kien
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	General Law (PE021IU)
Course objectives	<p>The overarching aims of this course are to:</p> <ul style="list-style-type: none"> <li>• Provide essential knowledge of the Business Law through integrated technology and real cases for social and cultural sustainability</li> <li>• Raise awareness of responsibility toward others in society and how to stand for ending all types of legal violations</li> <li>• Voluntarily act as an ambassador to ensure social fairness and global equitable rights</li> <li>• Use integrated online legal resources and communication tools to help the community to identify issues and develop countermeasures.</li> <li>• Use online forums and video conferences to collaborate with their peers and colleagues to conduct business activities legally</li> </ul>
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <p>LO1. Understand legal concepts in Business law and start to develop base on how to communicate the legalities theoretically delivered through the course content into real social praxis for fair sustainable lifelong being.</p> <p>LO2. Understand and take responsibilities to comply with the Business law and to raise the self-motivational theme to reflect the academic knowledge through activities such as case studies from real life</p> <p>LO3. Learn to how to apply the theoretical contents into practice; to move from awareness of Business law to knowledge and action</p> <p>LO4. Learn how to approach those who do not have voices and to raise their legal rights aiming for fair social/cultural moves.</p> <p>LO5. Realize whether their prior thoughts/ behavior complies with law or not and change students' previous thoughts and to act as ambassadors for social fairness and global equitable rights.</p> <p>LO6. Take responsibility to conduct activities legally and learn the base for coexistence in the society.</p> <p>LO7. Use online legal libraries and resources, video review for moot courts for effective integration and interaction between knowledge and reality</p>
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>

Examination forms	
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Instructor's PPT Legislation

## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes
1	Introduction to Business Law and Business Entities <ul style="list-style-type: none"> <li>• Governing scope of business law</li> <li>• Business activities</li> <li>• Business entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
2	Business Entity: Private Enterprise and Partnership. <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
3	Business Entity: Limited Liability Companies (Two or more members) <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
4	Business Entity: Limited Liability Companies (Single member and State-owned enterprise) <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7

5	<p>Business Entity: Shareholding Company</p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Management structure</li> <li>• Strength and weakness</li> <li>• Comparison with other entities</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
6	<p>Business Registration and Re-organization:</p> <p>Business Registration:</p> <ul style="list-style-type: none"> <li>• Formalities</li> <li>• Procedure</li> </ul> <p>Business Reorganization:</p> <ul style="list-style-type: none"> <li>• Consolidation</li> <li>• Merger</li> <li>• Separation</li> <li>• Division</li> <li>• Dissolution</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
7	<p>Law on bankruptcy</p> <ul style="list-style-type: none"> <li>• Insolvency</li> <li>• Bankruptcy procedure</li> <li>• Legal consequences of bankruptcy</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
8	Review lesson	
9	<p>Law on Investment</p> <p>General introduction:</p> <ul style="list-style-type: none"> <li>• Business investment activities</li> <li>• Business investment areas</li> <li>• Policies on investment (investment guarantee, support and incentives)</li> <li>• Business investment procedures</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
10	<p>Contractual Law: general regulations</p> <ul style="list-style-type: none"> <li>• General Introduction: <ul style="list-style-type: none"> <li>- Definition</li> <li>- Subject matters</li> <li>- Principles</li> </ul> </li> <li>• Validity of contracts</li> <li>• Contract formation <ul style="list-style-type: none"> <li>- Offer and Acceptance</li> <li>- Forms of contract</li> <li>- Time and place</li> <li>- Contents of contract</li> </ul> </li> <li>• Effectiveness of contracts</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7

11,12	<p>Contractual Law: General regulations</p> <ul style="list-style-type: none"> <li>• Contract performance</li> <li>- Principles</li> <li>- Contract performance in specific cases</li> <li>• Breaches and Remedies</li> <li>• Contractual termination</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
13	<p>Business dispute resolutions:</p> <ul style="list-style-type: none"> <li>• Introduction on dispute resolution methods.</li> <li>• Definition and nature of each dispute resolution methods</li> <li>• Advantages and disadvantages of each dispute resolution methods</li> <li>• Dispute resolution under court systems according to Vietnamese Civil Procedure</li> <li>- Court's jurisdiction</li> <li>- Principles of dispute settlements</li> <li>- Dispute settlement procedure</li> <li>- 1st instance Trial</li> <li>- Appellate Trial</li> <li>- Cassation Trail</li> <li>- Re-opening trial</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
14	<p>Business Dispute Resolutions:</p> <ul style="list-style-type: none"> <li>• Dispute resolution by Arbitration according to Vietnamese law</li> <li>- General introduction about Vietnamese regulation of arbitration and Ordinance on Arbitration 2010</li> <li>• Arbitration's jurisdiction</li> <li>• Dispute settlement procedure</li> </ul>	LO1, LO2, LO3, LO4, LO5, LO6, LO7
15	Review lesson	

#### 4. Assessment plan

Evaluation Category	Part	Weight	Duration	Learning outcomes	Type of questions
Quizzes		15%	30 - 45 minutes	LO1, LO2, LO3	Multiple choice questions, Case study exercises
Individual/Group Writing Assignment		15%		LO1, LO2, LO3, LO4, LO5, LO6, LO7	Solve a real-life case study
Individual coursework/group project		15%		LO1, LO2, LO3, LO4, LO5, LO6, LO7	Analyse or Criticise legal issues in a case study

Class participation and presentation		5%		LO1, LO2, LO3, LO4, LO5, LO6, LO7	Students will work in groups to discuss and present their opinions on legal issues of case studies related to studied contents.
Mid-term Exam		30%	60 - 120 minutes	LO1, LO2, LO3	Multiple choices or Short answer questions and case studies
Final exam		50%	90 - 120 minutes	LO2, LO2, LO3	Multiple choices Short answer questions and case studies
<b>Total</b>		<b>100%</b>			

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>
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Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

6. Date revised:

	<p>Ho Chi Minh City, 10 / June / 2025</p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**  
**COURSE NAME: WORKSHOP 1**  
**Course Code: BA256IU**

**1. General information**

Course designation	The course provides students with soft skills and right attitude to succeed in university and future professional working environment. This course includes nine presentations made by guest speakers who are either directors/managers or experts who have at least five years of experience. The presentations are scheduled in a systematic and scientific way to allow students to practice what they learn in class and to do teamwork assignments given by guest speakers.
Semester(s) in which the course is taught	1,2
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory

Teaching methods	<p>The teaching method is focus on experimental and practical experience. The teaching and learning approach in this course is highly inter-active, requiring student participation and contribution. To this end, and prior to each class, students must:</p> <ul style="list-style-type: none"> <li>• Download the guest speaker’s presentation slides from the course website through Blackboard.</li> <li>• Prepare your weekly readings (from the assigned readings and other distributed course materials)</li> <li>• Prepare your responses to set discussion questions and cases</li> <li>• Be prepared to participate in the class discussions, group work</li> </ul> <p>The general format of classes in this course will be as follows (with some variations)</p> <ul style="list-style-type: none"> <li>- Guest speakers’ presentations (3.0 hours): conceptual framework and practical examples, discussions and group presentations</li> <li>- Tutorial (1.0 hours): case studies, group discussion</li> </ul>
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	N/A
Course objectives	<p>At the completion of this course students will be able to:</p> <p>Recognize and apply soft skills such as task management, teamwork, leadership in their study activities;</p> <p>Develop their social awareness and responsibilities;</p> <p>Improve their ability to do public speaking and professional presentation;</p> <p>Get familiar with multi-perspective mindsets on different issues.</p>
Course learning outcomes	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <ol style="list-style-type: none"> <li>1. Interpersonal skills (including dealing with people of different status, email writing, etc.)</li> <li>2. Teamwork Skills</li> <li>3. Self-confidence &amp; assertive skills</li> <li>4. Interview skills &amp; CV writing</li> <li>5. Problem solving &amp; decision making</li> <li>6. Emotion &amp; stress management</li> <li>7. Self-discovery/Self-discipline/Self-control/Patience</li> <li>8. Career Orientation</li> <li>9. Time management skills</li> </ol>
Examination forms	Assignment & Group Presentation
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p><b>Learning materials:</b></p> <p>Presentation slides distributed by guest speakers.</p> <p>Reading materials relevant posted on Blackboard.</p> <p>Extra reference materials from books, newspapers, videos, etc.</p> <p><b>e-RESOURCES:</b> This course has dedicated a paperless course. Copies of the syllabus, lecture notes, case presentations, and assignments will be sent to students' email. Students are expected to check email regularly.</p>

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

- We plan to invite 7 guest speakers to conduct 9 topics belows:

No.	Topic	Name of guest speakers
1	Interpersonal skills (including dealing with people of different status, email writing, etc.)	Mr. Trần Quốc Khánh Mrs. Nguyễn Trần Phi Yến Mrs. Lương Minh Anh Ms. Hồ Kim Ngân Mr. Đoàn Thế Minh Mrs. Trần Thiên Trà Mr. Trần Hòa Hiệp
2	Teamwork Skills	
3	Self-confidence & assertive skills	
4	Interview skills & CV writing	
5	Problem solving & decision making	
6	Emotion & stress management	
7	Self-discovery/Self-discipline/Self-control/Patience	
8	Career Orientation	
9	Time management skills	

- 6 Classes: Friday Morning (2 classes); Saturday Morning (2 classes); Saturday Afternoon (2 classes).
- Venue: International University, 234 Pasteur, district 3, HCMC

#### 4. Assessment plan

Evaluation Category	Weight	Duration	Learning outcomes	Type of questions
Attendant	10%			
Class Discussion	10%			
Group Presentation	30%		LO1,2,3,4,5	Number of students are decided by instructor. Students have to participate on group presentation base on a provided case study by guest speaker. The input of this assignment must be base on your observation in all aspect of the topic on that day
Written Assignment	50%		LO1,2,3,4,5	Student has to prepare and write a practical CV and a cover letter base on set of specific job requirement for future internship or job regarding to their major in company.
<b>Total</b>	<b>100%</b>			

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports	
Student: .....	HW/Assignment: .....

Date: .....		Evaluator: .....		
	Max.	Score	Comments	
<b>Content (60%)</b>				
Abstract clearly identifies purpose and summarizes principal content	10			
Introduction demonstrates thorough knowledge of relevant background and prior work	15			
Analysis and discussion demonstrate good subject mastery	30			
Summary and conclusions appropriate and complete	5			
<b>Organization (10%)</b>				
Distinct introduction, body, conclusions	5			
Content clearly and logically organized, good transitions	5			
<b>Quality of Layout, tables, and graphics (10%)</b>				
<b>Presentation (20%)</b>				
Organization	4			
Language	4			
Delivery	4			
Supporting Material	4			
Central Message	4			
<b>TOTAL SCORE</b>		100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b>Dean of School</b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: STATISTICS FOR ECONOMICS AND FINANCE**

**Course Code: EFA111IU**

**1. General information**

Course designation	This course offers a comprehensive introduction to statistics with a focus on applications in economics and finance. It covers fundamentals of probability, sampling, statistical estimation, regression analysis, and hypothesis testing. This also lays the statistical foundation for data analytics's block of knowledge and further studies in the related discipline.
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Do Hoang Phuong
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, quiz, class discussion, problem-solving
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	Statistics for Business (BA080IU)
Course objectives	To establish a strong foundation in probability and statistical theory, enabling its application in designing suitable statistical tests. Key properties of important distributions will be examined, along with methods for parameter estimations across various probability distributions. To promote a comprehensive understanding of the core areas of statistical inference,

	<p>focusing on the ability to define hypotheses of interest, derive essential tools for hypothesis testing, and accurately interpret outcomes.</p> <p>To introduce essential principles of statistical modeling, particularly emphasizing the foundation of the linear regression model.</p>																														
Course learning outcomes	<p>Upon successful completion of this course, students will be able to:</p> <p><b>CLO 1:</b> Understanding probability reasoning, solving basic probability problem, and explaining important distributions and their key properties.</p> <p><b>CLO 2:</b> Grasping the distinction between descriptive and inferential statistics; and having skills of providing and explaining fundamental descriptive statistic.</p> <p><b>CLO 3:</b> Formulate parameter and interval estimates, and perform statistical hypothesis testing for simple cases. Learn the basics of statistical modeling, with an introduction to quantitative methods in economics.</p> <p><b>CLO4:</b> Develop skills for working with real data using Excel or statistical software (R, Stata, Python, etc.).</p>																														
Content	<p>Weight: lecture session (100 minutes)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to Probability and Statistics</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Probability Theory</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Random Variable</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Special Distributions</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Descriptive Statistics</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Inferential Statistics and Sampling</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Parameter Estimation and Sampling Distribution</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Hypothesis Testing</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Regression Model</td> <td>1</td> <td>I, T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Introduction to Probability and Statistics	1	I, T	Probability Theory	2	T, U	Random Variable	2	T, U	Special Distributions	2	T, U	Descriptive Statistics	1	T, U	Inferential Statistics and Sampling	1	T, U	Parameter Estimation and Sampling Distribution	2	T, U	Hypothesis Testing	2	T, U	Regression Model	1	I, T, U
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Examination forms	Quiz, homework, group project, and mid-term and final exams																														
Study and examination requirements	<p>Attendance: A minimum attendance of 70 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</p> <p>Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																														
Reading list	<p><i>Textbooks:</i></p> <p>[1] Ross, Sheldon M. <i>Probability and Statistics for Engineers and Scientists</i>. 6<sup>th</sup> ed. San Diego, CA: Academic Press, 2020.</p> <p><i>Recommended Texts</i></p> <p>[2]: DeGroot, Morris H., and Mark J. Schervish. <i>Probability and Statistics</i>. 4th ed.</p>																														

	Boston, MA: Addison-Wesley, 2011. [3] Dimitri, Bertsekas P., and John Tsitsiklis N. <i>Introduction To Probability</i> . 2 <sup>nd</sup> . Boston, MA: Athena Scientific, 2002.
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## 2. Learning Outcome Matrix

		PLO									
		1	2	3	4	5	6	7	8	9	10
CLO	1										X
	2	X									
	3	X		X	X						
	4						X	X			

## 3. Paralleled learning activities and teaching methods:

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction	1		Lecture	[1] Chapter 1
2	Probability theory	1		Lecture	[1] Chapter 3
3	Probability theory (2)	1, 4	HW1	Lecture, HW	[1] Chapter 3
4	Random Variable	1		Lecture	[1] Chapter 4
5	Random Variable (2)	1, 2	HW2	Lecture, HW	[1] Chapter 4
6	Special Distributions	1, 4		Lecture	[1] Chapter 5
7	Special Distributions (2)	1, 4	HW3	Lecture, HW	[1] Chapter 5
	Midterm				
8	Descriptive Statistics	2, 4	HW4	Lecture, HW	[1] Chapter 2
9	Inferential Statistics and Sampling	2, 3		Lecture	[1] Chapter 6
10	Parameter Estimation and Sampling Distribution (1)	3, 4	HW5	Lecture, HW	[1] Chapter 7
11	Parameter Estimation and Sampling Distribution (2)	3, 4		Lecture	[1] Chapter 7
12	Hypothesis Testing	3, 4	HW6	Lecture	[1] Chapter 8
13	Hypothesis Testing (2)	3		Lecture, HW	[1] Chapter 8
14	Introduction to Regression Model	3, 4	HW7	Lecture, HW	[1] Chapter 9
15	Review			Lecture	
	Final Exam				

## 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
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Participation/in-class exercises/quizzes (30%)		x 80%Pass	x 80%Pass	x 80%Pass	
Midterm exam (30%)		x 70%Pass	x 70%Pass		x 70%Pass
Final exam (40%)		x 70%Pass	x 70%Pass		x 70%Pass

Note: %Pass: Target that % of students have scores greater than 50 out of 100.

## 5. Rubric

### 5.1 Grading checklist

<b>Grading checklist for Written Reports</b>			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		

<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2 Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3 Analytic rubric

Critical thinking value rubric for evaluating questions in exams:

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence <i>Selecting and using information to investigate a point of view or conclusion</i></b>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
<i>Source: Association of American Colleges and Universities</i>				

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.

<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable. repeated, memorable, and strongly supported.)	Central message can be deduced but is not explicitly stated in the presentation.
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**6. Date revised:**

	<p><i>Ho Chi Minh City, , 6 / June / 2025</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chơn</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: INTERMEDIATE MICROECONOMICS**

**Course Code: EFA201IU**

**1. General information**

Course designation	<i>Following the introduction to microeconomics course, this course is designed to study of theories of supply and demand; consumer and producer decision-making; firm pricing policies; product and resource markets under conditions of perfect and imperfect competition; and imperfect and asymmetric information.</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
Credit points	3
Required and recommended prerequisites for joining the course	Introduction to Microeconomics (BA117IU) and Math for Business (BA282IU)

Course objectives	The objectives of this course are to: (i) Present microeconomic theory as a tool for consumer and producer decision-making, and for public policy analysis. (ii) Introduce mathematical models to model economic concepts. (iii) Explain microeconomic behavior using problem solving and application of the theories to the analysis of economic issues. (iv) Develop analytical and critical thinking skills within the framework of microeconomic analysis.																																									
Course learning outcomes	Upon the successful completion of this course students will be able to:																																									
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																								
	Attitude	CLO1. Reason around ethical issues in microeconomics conduct and apply ethical practices.																																								
	Knowledge	CLO2. Demonstrate a proficiency in utilising numerical and graphical techniques as well as verbal presentation of microeconomic concepts. CLO3. Select and apply an appropriate model to a given microeconomic problem in a logical, rigorous, and precise manner.																																								
Skills	CLO4. Develop communications skills through the presentation of students' work and interactions during class discussion sessions. CLO5. Assess the microeconomic theories and models in terms of their policy implications, advantages and limitations. CLO6. Demonstrate the ability to produce a clear and concise written report that demonstrates higher order understanding of key concepts in microeconomics.																																									
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="403 1339 1367 2049"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>The Basics of Supply and Demand</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Consumer Behavior</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Individual and Market Demand</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Uncertainty and Consumer Behavior</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Production</td> <td>2</td> <td>T</td> </tr> <tr> <td>The Cost of Production</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Profit Maximization and Competitive Supply</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>The Analysis of Competitive Markets</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Market Power: Monopoly and Monopsony</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Monopolistic Competition and Oligopoly</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Markets with Asymmetric Information</td> <td>1</td> <td>T</td> </tr> <tr> <td>Externalities and Public Goods</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	The Basics of Supply and Demand	1	I, T	Consumer Behavior	1	T, U	Individual and Market Demand	2	T, U	Uncertainty and Consumer Behavior	1	I, T	Production	2	T	The Cost of Production	2	T, U	Profit Maximization and Competitive Supply	1	T, U	The Analysis of Competitive Markets	1	T, U	Market Power: Monopoly and Monopsony	1	T, U	Monopolistic Competition and Oligopoly	1	T, U	Markets with Asymmetric Information	1	T	Externalities and Public Goods	1	T, U
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Examination forms	Multiple-choice questions, short-answer questions, problem solving questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Pindyck, R., & Rubinfeld, D. (2018). Microeconomics, (8 <sup>th</sup> edition). Pearson Education.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			
6						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	The Basics of Supply and Demand	1,3		Lecture, Discussion,	[1]
2	Consumer Behavior	1,2,3		Lecture, Group work, Discussion,	[1]
3-4	Individual and Market Demand	2,4,5	Presentation	Lecture, Group work, Discussion, Presentation	[1]
5	Uncertainty and Consumer Behavior	2,3,6	Quiz 1 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
6	Production	2,3,4		Lecture, Group work, Discussion	[1]
7	The Cost of Production	2,3,5		Lecture, Group work, Discussion	
8	Profit Maximization and Competitive Supply	2,3,5	Quiz 2 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
9-10	Midterm				

11	The Analysis of Competitive Markets	2,3,4,5	Presentation	Lecture, Group work, Discussion,	[1]
12	Market Power: Monopoly and Monopsony	2,3,4,5		Lecture, Group work, Discussion,	[1]
13	Monopolistic Competition and Oligopoly	2,3,4,5		Lecture, Group work, Discussion,	[1]
14	Markets with Asymmetric Information	2,3,5,6	Quiz 3 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
15	Externalities and Public Goods	2,3,4,5		Lecture, Discussion,	[1]
16	Revision			Review-Test	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (15%)		X 80%Pass s	X 80%Pass	X 80%Pass s		
Group project (15%)	X 80%Pass s				X 80%Pass s	X 80%Pass s
Midterm exam (30%)		X 70%Pass s	X 70%Pass	X 70%Pass s		
Final exam (40%)		X 70%Pass s	X 70%Pass	X 70%Pass s		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		

<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised: November 5, 2022**

	<p>Ho Chi Minh City, 6 / July / 2023</p> <p><b>Vice Dean of School</b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: INTERMEDIATE MACROECONOMICS**

**Course Code: EFA202IU**

**1. General information**

Course designation	Macroeconomics is the study of the economy as a whole, including growth in incomes, changes in prices, and the rate of unemployment. The objective of this course is to gain a formal understanding of macroeconomic topics such as what determines economic growth, what are the consequences of economic fluctuations, and what are the short run and long run determinants of aggregate income, wages rates, exchange rates, inflation rates, interest rates, and unemployment rates.
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
Credit points	3
Required and recommended prerequisites for joining the course	Introduction to Macroeconomics (BA119IU)

Course objectives	<p>The objective of this course is to gain a formal understanding of macroeconomic topics such as what determines economic growth, what are the consequences of economic fluctuations, and what are the short run and long run determinants of aggregate income, wages rates, exchange rates, inflation rates, interest rates, and unemployment rates. In order to do this we will study the main models that have been developed by macroeconomists to explain the behavior of economies and to investigate the implications of those models for policy-making decisions. The principal material of this course is a presentation of the basic macroeconomic models of (a) long run growth and output mix and (b) business cycles and government policies which might be used to mitigate them. By the end of this course, you should have an understanding of the functioning of a modern macroeconomy and its ability to deliver goods and services both in the short-run and the long run.</p>									
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="408 725 1374 1485"> <thead> <tr> <th data-bbox="408 725 660 801">Competency level</th> <th data-bbox="667 725 1374 801">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="408 810 660 887">Attitude</td> <td data-bbox="667 810 1374 887">CLO1. Reason around ethical issues in macroeconomics conduct and apply ethical practices.</td> </tr> <tr> <td data-bbox="408 891 660 1137">Knowledge</td> <td data-bbox="667 891 1374 1137">           CLO2. Be able to describe the determinants of long-run economic growth, employment and inflation.            CLO3. Be able to explain the causes and consequences of short-run fluctuations in economic activity using different macroeconomic models.            CLO4. Be able to explain the role of international trade in macroeconomic fluctuations         </td> </tr> <tr> <td data-bbox="408 1142 660 1485">Skills</td> <td data-bbox="667 1142 1374 1485">           CLO5. Develop communications skills through the presentation of students' work and interactions during class discussion sessions.            CLO6. Assess the macroeconomic theories and models in terms of their policy implications, advantages and limitations.            CLO7. Demonstrate the ability to produce a clear and concise written report that demonstrates higher order understanding of key concepts in macroeconomics.         </td> </tr> </tbody> </table>		Competency level	Course learning outcome (CLO)	Attitude	CLO1. Reason around ethical issues in macroeconomics conduct and apply ethical practices.	Knowledge	CLO2. Be able to describe the determinants of long-run economic growth, employment and inflation. CLO3. Be able to explain the causes and consequences of short-run fluctuations in economic activity using different macroeconomic models. CLO4. Be able to explain the role of international trade in macroeconomic fluctuations	Skills	CLO5. Develop communications skills through the presentation of students' work and interactions during class discussion sessions. CLO6. Assess the macroeconomic theories and models in terms of their policy implications, advantages and limitations. CLO7. Demonstrate the ability to produce a clear and concise written report that demonstrates higher order understanding of key concepts in macroeconomics.
Competency level	Course learning outcome (CLO)									
Attitude	CLO1. Reason around ethical issues in macroeconomics conduct and apply ethical practices.									
Knowledge	CLO2. Be able to describe the determinants of long-run economic growth, employment and inflation. CLO3. Be able to explain the causes and consequences of short-run fluctuations in economic activity using different macroeconomic models. CLO4. Be able to explain the role of international trade in macroeconomic fluctuations									
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Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Chapters 1 & 2: Introduction to Macroeconomics Chapter 3: National Income	2	I, T
	Chapter 4 & 5: Money and Inflation	1	I, T
	Chapter 7: Unemployment	1	T, U
	Chapter 8: Economic Growth I	1	I, T
	Chapter 9: Economic Growth II	1	T
	Chapter 10: Introduction to Economic Fluctuations	1	T, U
	Chapter 11: Aggregate Demand I	2	T, U
	Chapter 12: Aggregate Demand II	1	T, U
	Chapter 6: The Open Economy	1	T, U
	Chapter 13: Open Economy: Mundell-Fleming Model	2	T, U
Chapter 14: Aggregate Supply and the Short-Run Tradeoff Between Inflation and Unemployment	1	T	
Chapter 15: Review	1	T, U	
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] <b>Macroeconomics 10th Edition</b> is written by N. Gregory Mankiw		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			
6						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
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1-2	Chapters 1 & 2: Introduction to Macroeconomics Chapter 3: National Income	2,5		Lecture, Discussion,	[1]
3	Chapter 4 & 5: Money and Inflation	2,5,6		Lecture, Discussion,	[1]
4	Chapter 7: Unemployment	2,5,6	Quiz 1	Lecture, Group work, Discussion, Presentation	[1]
5	Chapter 8: Economic Growth I	2,5,6		Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
6	Chapter 9: Economic Growth II	2,5,6	Quiz 2	Lecture, Group work, Discussion	[1]
7	Chapter 10: Introduction to Economic Fluctuations				
8	Midterm examination				
9-10	Chapter 11: Aggregate Demand I	3,,5,6		Lecture, Group work, Discussion	
11	Chapter 12: Aggregate Demand II	3,5,6	Quiz 3	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
12	Chapter 6: The Open Economy	4,5,6		Lecture, Group work, Discussion,	[1]
13-14	Chapter 13: Open Economy: Mundell-Fleming Model	4,5,6		Lecture, Group work, Discussion,	[1]
15	Chapter 14: Aggregate Supply and the Short-Run Tradeoff Between Inflation and Unemployment	3,5,6	Quiz 4	Lecture, Group work, Discussion,	[1]
16	Chapter 15: Review + Presentation	1,5,7	Presentation	Lecture, Group work, Discussion, iz	[1]
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
In-class exercises/quizzes (15%)		x 80%Pass	x 80%Pass	x 80%Pass			
Group project (15%)	x 80%Pass				x 80%Passes	x 80%Passes	x 80%Passes
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass			

Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass			
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Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: INTRODUCTORY ECONOMETRICS**

**Course Code: EFA203IU**

**1. General information**

Course designation	<i>This course introduces the use of econometrics to explore and estimate economic relationships using linear regression models. The course will give students a basic understanding of methods required to model the inter-relationship between variables and prepare them for further studies of econometric methods.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3
Required and recommended prerequisites for joining the course	Statistics for Economics and Finance (EFA111IU)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	This unit introduces some basic econometric techniques employed by economists in the analysis of economic relationships. These techniques are also used extensively in marketing and finance. Topics covered will usually include: estimation and hypothesis testing; simple and multiple regression; prediction; the interpretation and evaluation of regression models, including an elementary discussion of nonlinear modelling, heteroscedasticity, autocorrelation, multicollinearity and specification error; and the use of categorical or qualitative data in regression models.																																												
Course learning outcomes	Upon the successful completion of this course students will be able to:																																												
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																											
	Attitude	CLO1. Critically evaluate the assumptions of a classical (or standard) regression model and the consequences of violation of the assumptions.																																											
	Knowledge	CLO2. Analyse and apply key statistical concepts, including probability distributions, parameters and estimators, the sampling distribution of an estimator, point and interval estimation, and hypothesis testing. CLO3. Summarise and interpret the estimation results and draw valid inferences utilising hypothesis tests.																																											
	Skills	CLO4. Specify, estimate, and interpret a regression model. CLO5. Employ an econometric software program to solve an econometric problem.																																											
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="408 1249 1372 2020"> <thead> <tr> <th data-bbox="408 1249 1129 1303">Topic</th> <th data-bbox="1136 1249 1257 1303">Weight</th> <th data-bbox="1264 1249 1372 1303">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="408 1312 1129 1357">Econometrics and economic data</td> <td data-bbox="1136 1312 1257 1357">1</td> <td data-bbox="1264 1312 1372 1357">I, T</td> </tr> <tr> <td data-bbox="408 1366 1129 1411">Basic mathematical tools</td> <td data-bbox="1136 1366 1257 1411">1</td> <td data-bbox="1264 1366 1372 1411">I, T</td> </tr> <tr> <td data-bbox="408 1420 1129 1464">Fundamentals of statistics I</td> <td data-bbox="1136 1420 1257 1464">1</td> <td data-bbox="1264 1420 1372 1464">I, T</td> </tr> <tr> <td data-bbox="408 1473 1129 1518">Fundamentals of statistics II</td> <td data-bbox="1136 1473 1257 1518">1</td> <td data-bbox="1264 1473 1372 1518">I, T</td> </tr> <tr> <td data-bbox="408 1527 1129 1572">The simple regression model</td> <td data-bbox="1136 1527 1257 1572">1</td> <td data-bbox="1264 1527 1372 1572">T</td> </tr> <tr> <td data-bbox="408 1581 1129 1626">Multiple regression analysis: estimation</td> <td data-bbox="1136 1581 1257 1626">1</td> <td data-bbox="1264 1581 1372 1626">T, U</td> </tr> <tr> <td data-bbox="408 1635 1129 1680">Multiple regression analysis: inference</td> <td data-bbox="1136 1635 1257 1680">1</td> <td data-bbox="1264 1635 1372 1680">T, U</td> </tr> <tr> <td data-bbox="408 1688 1129 1733">Multiple regression analysis: OLS asymptotics</td> <td data-bbox="1136 1688 1257 1733">1</td> <td data-bbox="1264 1688 1372 1733">T, U</td> </tr> <tr> <td data-bbox="408 1742 1129 1787">Model specification</td> <td data-bbox="1136 1742 1257 1787">1</td> <td data-bbox="1264 1742 1372 1787">T, U</td> </tr> <tr> <td data-bbox="408 1796 1129 1841">Multiple regression analysis: dummy variables</td> <td data-bbox="1136 1796 1257 1841">1</td> <td data-bbox="1264 1796 1372 1841">T, U</td> </tr> <tr> <td data-bbox="408 1850 1129 1895">Heteroscedasticity</td> <td data-bbox="1136 1850 1257 1895">1</td> <td data-bbox="1264 1850 1372 1895">T, U</td> </tr> <tr> <td data-bbox="408 1904 1129 1948">More on Specification and Data Issues</td> <td data-bbox="1136 1904 1257 1948">1</td> <td data-bbox="1264 1904 1372 1948">T, U</td> </tr> <tr> <td data-bbox="408 1957 1129 2002">Econometrics in action</td> <td data-bbox="1136 1957 1257 2002">2</td> <td data-bbox="1264 1957 1372 2002">T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Econometrics and economic data	1	I, T	Basic mathematical tools	1	I, T	Fundamentals of statistics I	1	I, T	Fundamentals of statistics II	1	I, T	The simple regression model	1	T	Multiple regression analysis: estimation	1	T, U	Multiple regression analysis: inference	1	T, U	Multiple regression analysis: OLS asymptotics	1	T, U	Model specification	1	T, U	Multiple regression analysis: dummy variables	1	T, U	Heteroscedasticity	1	T, U	More on Specification and Data Issues	1	T, U	Econometrics in action	2	T, U
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Examination forms	Multiple-choice questions, short-answer questions, problem solving questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Introductory Econometrics: Asia-Pacific Edition, Jeffrey M. Wooldridge, Mokhtarul Wadud, Jenny Lye, and Roselyne Joyeux, 2 <sup>nd</sup> ed (2021).

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Econometrics and economic data	2	Quiz	Lecture, Discussion	[1]
2	Basic mathematical tools	2	Quiz	Lecture, Discussion	[1]
3	Fundamentals of statistics I	2,3	Quiz	Lecture, Discussion	[1]
4	Fundamentals of statistics II	2,3	Quiz	Lecture, Discussion	[1]
5	The simple regression model	1,4,5	Quiz	Lecture, Discussion	[1]
6	Multiple regression analysis: estimation	1,4,5	Quiz	Lecture, Discussion	[1]
7	Multiple regression analysis: inference I	4,5	Quiz	Lecture, Discussion	[1]
8	Multiple regression analysis: OLS asymptotics	4,5	Quiz	Lecture, Discussion	[1]
9-10	Midterm				
11	Model specification	4,5	Quiz	Lecture, Discussion	[1]
12	Multiple regression analysis: dummy variables	4,5	Quiz	Lecture, Discussion	[1]
13	Heteroscedasticity	1,4,5	Quiz Due: Assignment	Lecture, Discussion	[1]
14-15	Econometrics in action	1,3,4,5	Quiz	Lecture, Discussion	[1]

16	More on Specification and Data Issues	1,4,5	Quiz	Lecture, Discussion	[1]
17	Revision			Revision	
18	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Quizzes (10%)	X 80%Pass s	X 80%Pass s	X 80%Pass	X 80%Pass s	
Assignment (20%)			X 80%Pass	X 80%Pass s	X 80%Pass s
Midterm exam (30%)	X 70%Pass s	X 70%Pass s	X 70%Pass		
Final exam (40%)		X 70%Pass s	X 70%Pass	X 70%Pass s	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

##### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.

3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### 6. Date revised:

*Ho Chi Minh City, 6 / July / 2023*

***Vice Dean of School***

A handwritten signature in blue ink, appearing to read 'Lê Văn Chơn', is written over a horizontal line.

**Lê Văn Chơn**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

## COURSE SYLLABUS

### COURSE NAME: TIME SERIES ECONOMETRICS

**Course Code: EFA204IU**

#### 1. General information

Course designation	This course provides a broad, mature, and systematic introduction to current financial econometric models and their applications to modeling and prediction of financial time series data. It utilizes real-world examples and real financial data to apply the time-series models and methods.
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, quiz, class discussion, problem-solving, lab session
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (lecture and discussion): 45 The private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3
Required and recommended prerequisites for joining the course	Introductory Econometrics (EFA203IU)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organization of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	The main objectives of this course are to provide some knowledge of financial time series, introduce some statistical tools useful for analyzing these series and gain experience in financial applications of various econometric methods. Because of the applied emphasis, Python is chosen to practically implement the time-series models and methods discussed in the lectures.																																							
Course learning outcomes	<p><b>CLO1:</b> Understand and identify characteristics of time series data relevant to economic analysis.</p> <p><b>CLO2:</b> Possess skills in data transformation, basic model estimation and forecasting using economic time-series data.</p> <p><b>CLO3:</b> Evaluate and select models using appropriate diagnostic tools and error metrics.</p> <p><b>CLO4:</b> Communicate estimation and forecasting results using visualizations and written reports.</p>																																							
Content	<p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="469 808 1315 1476"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to Time Series</td> <td>1</td> <td>I</td> </tr> <tr> <td>Review of Linear Regression Model</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Relevant Mathematical Technique</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Time Series Visualization</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Stationarity, Transformations and Testing</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>ARIMA Models and Forecasting</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>OLS/ADL Models</td> <td>1</td> <td></td> </tr> <tr> <td>Vector Autoregression (VAR) Model</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Cointegration &amp; Error Correction Models</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Introduction to Volatility Models</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Case study</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Group project</td> <td>1</td> <td>T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Introduction to Time Series	1	I	Review of Linear Regression Model	1	I, T	Relevant Mathematical Technique	1	T, U	Time Series Visualization	1	T, U	Stationarity, Transformations and Testing	1	T, U	ARIMA Models and Forecasting	2	T, U	OLS/ADL Models	1		Vector Autoregression (VAR) Model	2	T, U	Cointegration & Error Correction Models	1	T, U	Introduction to Volatility Models	1	T, U	Case study	1	T, U	Group project	1	T, U
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Case study	1	T, U																																						
Group project	1	T, U																																						
Examination forms	Quiz, homework, group project, and mid-term and final exams																																							
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																							
Reading list	<p>Textbooks:</p> <p>[1] Walter, Enders (2015), <i>Applied econometric time series</i>. 4<sup>th</sup> Springer.</p> <p>[2] James H. Stock and Mark W. Watson (2020) <i>Introduction to Econometrics</i>, 4<sup>th</sup> Global Edition, Pearson.</p> <p>[3] Sean Beckett (2013), <i>Introduction to Time Series Using Stata</i>, Stata Press</p> <p>[4] Selected texts by the lecturer.</p>																																							

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program/Student Learning Outcomes (PLO) (1-9) is shown in the following table:

CLO	PLO								
	1	2	3	4	5	6	7	8	9
1		x							
2		x	x		x	x			
3		x	x		x	x			
4	x			x					x
5	x			x			x	x	

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Time Series	1	Quiz	Lecture	1,2
2	Review of Linear Regression Model	1,2	Quiz	Lecture	1,2,3
3	Relevant Mathematical Technique	1,2	Quiz	Lecture	1,2,3
4	Time Series Visualization	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
5	Stationarity, Transformations and Testing	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
6	ARIMA Models and Forecasting	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
7	ARIMA Models and Forecasting (2)	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
<b>Midterm</b>					
9	OLS/ADL Models	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
10	Vector Autoregression (VAR) Model	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
11	Vector Autoregression (VAR) Model (2)	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
12	Cointegration & Error Correction Models	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
13	Introduction to Volatility Models	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
14	Case study	2,3,4	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
15	Group project	2,3,4		Lecture, Discussion	1,2,3
<b>Final</b>					

## 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Participation/in-class exercises/quizzes (20%)		X 80%Pass	X 80%Pass	X 80%Pass	
Group project (20%)	X 80%Pass			X 80%Pass	X 80%Pass
Midterm exam (20%)		X 70%Pass	X 70%Pass		X 70%Pass
Final exam (40%)		X 70%Pass	X 70%Pass		X 70%Pass

Note: %Pass: Target that % of students have scores greater than 50 out of 100.

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

**Critical thinking value rubric for evaluating questions in exams:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.

<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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	<b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b> School of Computer Science and Engineering
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## COURSE SYLLABUS

### COURSE NAME: FUNDAMENTALS OF PROGRAMMING FOR ECONOMICS

**Course Code: EFA221IU**

#### 1. General information

Course designation	This course, as the foundation for data-analytic courses, focuses on the fundamentals of programming language. It introduces students to Python and essential topics.
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Vuong Quoc Bao
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	Total workload: 135 Contact hours: 45 Self-study: 90
Credit points	Number of credits: 3
Required and recommended prerequisites for joining the course	None
Course objectives	<p>This course focuses on learning the fundamentals of programming languages, serving as a foundation for further studies. It provides students with the opportunity to become acquainted with the Python programming language. These topics are covered:</p> <ul style="list-style-type: none"> <li>- Basic programming techniques: operations, loops, conditionals, and functions.</li> </ul>

	<ul style="list-style-type: none"> <li>- Introduction to object-oriented programming and data structures.</li> </ul> <p>Utilization basic packages and visualization techniques</p>																																										
Course learning outcomes	<p>CLO 1. Understand and explain basic programming concepts, including the basics of object-oriented programming.</p> <p>CLO 2. Write and solve codes using Python.</p> <p>CLO 3. Understand and work on basic data structure of Python programming.</p> <table border="1" data-bbox="586 575 1325 800"> <thead> <tr> <th>Competency level</th> <th>Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td>1</td> </tr> <tr> <td>Skill</td> <td>2, 3</td> </tr> <tr> <td>Attitude</td> <td>1</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	1	Skill	2, 3	Attitude	1																																		
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Writing Good Code in Programming	1	T, U																																									

Examination forms	Multiple-choice questions, short-answer questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Eric Matthes (2019), <i>Python Crash Course: A Hands-On, Project-Based Introduction to Programming</i> , 2nd Edition, No Starch Press. [2] Jake VanderPlas (2016), <i>Python Data Science Handbook</i> , free online version.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

CLO\SLO	1	2	3	4	5	6
1	x					
2		x				
3		x				

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Programming Language	1	Quiz	Lecture	1, 2
2	Python Editors and Installing Python	1	Quiz	Lecture	1, 2
3	Data Types and Variables in Python	1	Quiz	Lecture	1, 2
4	Structures in Python	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
5	Operators, Conditions and Loops in Python	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
6	Functions in Python	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2

7	Standard Library in Python	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
<b>Midterm</b>					
9	Introduction to NumPy and SciPy	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
10	Data Analysis and Manipulation with Pandas	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
11	Data Visualization and Graphics with Matplotlib	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
12	Object-Oriented Programming in Python	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
13	Writing Good Code in Programming	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
14	Case Study	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
15	Review	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
<b>Final</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Quiz / Assignment (10%)	50%	10%	10%
Labs (20%)	10%	30%	30%
Midterm examination (30%)	30%	30%	30%
Final examination (40%)	10%	30%	30%

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

- When calculating contact time, each contact hour is counted as a full hour because the organization of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.↵

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

## 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling,	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting,	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and

	and speaker appears polished and confident.	and speaker appears comfortable.	understandable, and speaker appears tentative.	speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

#### 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / June / 2025</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**  
**COURSE NAME: DATA VISUALIZATION FOR ECONOMICS**  
**Course Code: EFA223IU**

**1. General information**

Course designation	This is the second course of the data-analytic group of the program. Students are expected to obtain knowledge and skills in data visualization using Python.
Semester(s) in which the course is taught	4,6
Person responsible for the course	Dr. Vuong Quoc Bao
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	Total workload: 135 Contact hours: 45 Self-study: 90
Credit points	Number of credits: 3
Required and recommended prerequisites for joining the course	Fundamentals of Programming for Economics (EFA221IU)
Course objectives	This course focuses on the essential role of data visualization in communicating analytical results effectively via reports or presentations. Students will learn to process and prepare data to create effective visual outputs. The course introduces key Python libraries used in data visualization, starting with the fundamentals of Matplotlib and progressing to more advanced tools that support the development of sophisticated interactive plots. Strong focus on economic data is emphasized.

Course learning outcomes	CLO1. Recognize the role of data visualization and have the capability to evaluate visual outputs.							
	CLO2. Create visualizations using various libraries.							
	CLO3. Design visualizations for presenting stories from economic data							
	<table border="1"> <thead> <tr> <th>Competency level</th> <th>Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td>CLO1</td> </tr> <tr> <td>Skill</td> <td>CLO2, CLO3</td> </tr> <tr> <td>Attitude</td> <td>CLO3</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1	Skill	CLO2, CLO3	Attitude
Competency level	Course learning outcome (CLO)							
Knowledge	CLO1							
Skill	CLO2, CLO3							
Attitude	CLO3							
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>							
Examination forms	Multiple-choice questions, short-answer questions							
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>							
Reading list	<p>[1] Abha Belorkar, Guntuku S. C., Hora S, and Kumar A., <i>Interactive Data Visualization with Python</i>, (2020), Packt Publishing.</p> <p>[2] AI Publishing, <i>Data visualization with Python for beginners: visualize your data using Pandas, Matplotlib and Seaborn</i> (2020)</p> <p>[3] Cole Nussbaumer Knaflic, <i>Storytelling with Data: A Data Visualization Guide for Business Professionals</i>, (2015), Wiley.</p> <p>[4] Claus O. Wilke, <i>Fundamentals of Data Visualization</i>, free online version.</p>							

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

	SLO					
CLO	1	2	3	4	5	6
1	X	X				
2		X	X			
3		X				

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Data Visualization	1	Quiz	Lecture	1, 3
2	Principles for Data Visualization in Economics	1	Quiz	Lecture	1, 2
3	Matplotlib for Data Visualization	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
4	Matplotlib for Data Visualization (2)	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
5	Matplotlib for Data Visualization (3)	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
6	Pandas for Data Visualization	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
7	Pandas for Data Visualization	2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
<b>Midterm</b>					
9	Seaborn for Data Visualization	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
10	Seaborn for Data Visualization	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
11	Bokeh for Data Visualization	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
12	Bokeh for Data Visualization	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
13	Building Dashboards with Plotly Dash	2, 3	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	1, 2
14	Mini-Project: Creating Visualisations using Python	2, 3	Quiz, Lab, Final	Lecture, Discussion, Group Work	1, 3
15	Mini-Project: Creating Visualisations using Python	2, 3	Quiz, Lab, Final	Lecture, Discussion, Group Work	1, 3
<b>Final</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Labs (20%)		x	x
Midterm examination (30%)	x	x	
Final examination (40%)		x	x
Exercises/ Quiz (10%)	x	x	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

- When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted. [↪](#)

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
<b>TOTAL SCORE</b>			
	100		

##### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.

2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / June / 2025</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Economics, Finance, and Accounting**

**COURSE SYLLABUS**

**COURSE NAME: INTRODUCTION TO DATABASE  
MANAGEMENT FOR ECONOMICS**

**Course Code: EFA224IU**

**1. General information**

Course designation	This is the third course of the data-analytics group of the program. Students are expected to learn the basics of database management using SQL and have knowledge of issues related to blockchain
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Vuong Quoc Bao
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours
Credit points	3
Required and recommended prerequisites for joining the course	Fundamentals of Programming for Economics (EFA221IU)

Course objectives	<p>This course provides students with a foundational understanding of database systems and blockchain technology. It introduces core concepts of relational databases and data modeling, emphasizing the use of SQL to create, manage, and query data efficiently. Students will learn to apply normalization principles and design optimized database structures. In addition, the course offers an introduction to blockchain fundamentals, including its architecture, key features, and potential applications. Applications in economics are also embedded.</p>																											
Course learning outcomes	<p><b>CLO1.</b> Understand the fundamental concepts and principles of database management systems (DBMS).</p> <p><b>CLO2.</b> Develop skills in using SQL and blockchain for querying and manipulating data in a database system, with an application to economic data.</p> <p><b>CLO3.</b> Apply knowledge of data normalization principles to use an (extended) entity-relationship (E-R)</p> <p><b>CLO4.</b> Understand the potential of blockchain to solve economic problems.</p> <p><b>CLO5.</b> Develop critical thinking and problem-solving skills through hands-on exercises and projects involving database management.</p>																											
Content	<p>Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="505 953 1341 1423"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to Database System</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>SQL programing</td> <td>3</td> <td>I, T, U</td> </tr> <tr> <td>Entity-Relationship (E-R) model</td> <td>2</td> <td>I, T, U</td> </tr> <tr> <td>Database Recovery</td> <td>1</td> <td>I, T, U</td> </tr> <tr> <td>Introduction to Blockchain</td> <td>1</td> <td>I, T, U</td> </tr> <tr> <td>Cryptography Fundamentals</td> <td>1</td> <td>I, T, U</td> </tr> <tr> <td>Blockchain Structure and Consensus Mechanisms</td> <td>2</td> <td>I, T, U</td> </tr> <tr> <td>Applications Beyond Cryptocurrency</td> <td>2</td> <td>I, T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Introduction to Database System	1	I, T	SQL programing	3	I, T, U	Entity-Relationship (E-R) model	2	I, T, U	Database Recovery	1	I, T, U	Introduction to Blockchain	1	I, T, U	Cryptography Fundamentals	1	I, T, U	Blockchain Structure and Consensus Mechanisms	2	I, T, U	Applications Beyond Cryptocurrency	2	I, T, U
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Cryptography Fundamentals	1	I, T, U																										
Blockchain Structure and Consensus Mechanisms	2	I, T, U																										
Applications Beyond Cryptocurrency	2	I, T, U																										
Examination forms																												
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																											

Reading and Resources	<p>[1] Abraham Silberschatz, Henry F. Korth, S. Sudarshan, (2020) <i>Database System Concept</i> 7th, McGraw-Hill.</p> <p>[2] Jeffrey A. Hoffer, Ramesh Venkataraman, Heikki Topi (2017), <i>Modern Database Management</i> 13th, Pearson.</p> <p>[3] Daniel Drescher, (2017) <i>Blockchain Basics: A Non-Technical Introduction in 25 Steps</i>, Apress.</p> <p>[4] Andreas M. Antonopoulos and Gavin Wood, (2019) <i>Mastering Ethereum: Building smart contracts and DApps</i>, O'Reilly Media.</p>
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## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Database System	1	Quiz	Lecture	1, 2
2	SQL Programing	1, 2, 3	Quiz, Lab, Midterm	Lecture	1, 2
3	SQL Programing (2)	1, 2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
4	SQL Programing (3)	1, 2, 3, 5	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
5	Entity-relationship (E-R) Model	1, 2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
6	Entity-relationship (E-R) Model (2)	1, 2, 3, 5	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
7	Database Recovery	1, 2, 3, 5	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
<b>Midterm</b>					
9	Introduction to Blockchain	4, 5	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	3, 4
10	Cryptography Fundamentals	4, 5	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	3, 4
11	Blockchain Structure and Consensus Mechanisms	4, 5	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	3, 4
12	Blockchain Structure and Consensus Mechanisms (2)	4, 5	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	3, 4
13	Applications Beyond Cryptocurrency	4, 5	Quiz, Lab, Final	Lecture, Discussion, In-class Exercise	3, 4
14	Applications Beyond Cryptocurrency (2)	4, 5	Quiz, Lab, Final	Lecture, Discussion	3, 4
15	Review		Quiz, Lab, Final	Lecture, Discussion	3, 4
<b>Final</b>					

**Assessment plan**

Assessment Component	Weight	Learning Outcomes	Description
Weekly Exercises & SQL Labs	20%	LO1, LO2, LO3	Practice tasks on database modeling and query writing
Midterm Exam	30%	LO1, LO2	Multiple-choice and short-answer questions on design principles
Group Project	10%	LO2, LO3, LO4	Design and implement a simple database for an economic dataset
Final Exam	40%	LO3, LO4	SQL-based tasks and short essays on database applications

**4. Rubrics (optional)****5.1. Grading checklist**

<b>Grading checklist for Written Reports</b>			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

## 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone		Milestone		Benchmark
	4	3	2	1	
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.	

Source: Association of American Colleges and Universities

**6. Date created:**

	<p><i>Ho Chi Minh City, 6 / June / 2025</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Economics, Finance, and Accounting**

**COURSE SYLLABUS**

**Course Name: APPLICATIONS OF DATA SCIENCE IN  
ECONOMICS**

**Course Code: EFA225IU**

**1. General information**

Course designation	This upper-level course introduces students to the practical application of data science techniques in the field of economics. It equips students with essential skills in causal inference and econometric modeling, using statistical software to analyze and interpret real-world data.
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Do Hoang Phuong Dr. Le Quoc Thai Mr. Duong Minh Hoang
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 180 hours
Credit points	4
Required and recommended prerequisites for joining the course	Fundamentals of Programming for Economics (EFA221IU) and Introductory Econometrics (EFA203IU)

Course objectives	<p>This course provides students with essential knowledge and skills to apply data science methods in economic analysis. Students will learn causal inference techniques and develop proficiency in using statistical software to implement econometric models. The course emphasizes the interpretation of empirical results within the context of economic theory and policy, enabling students to draw meaningful conclusions from data. From a final group project, students will also learn to communicate data-driven insights effectively via a written report and a presentation.</p>																														
Course learning outcomes	<p>CLO1: Understand data science concepts and causal inference techniques relevant to economic analysis.</p> <p>CLO2: Demonstrate proficiency in statistical software to apply econometric models for solving causal inference problems.</p> <p>CLO3: Interpret empirical results within the framework of economic theory and policy implications.</p> <p>CLO4: Design and run a data-driven project, effectively communicating findings through written report and presentation.</p>																														
Content	<p>Weight: lecture session (3.5 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="505 957 1341 1514"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Introduction to Data Science and Economics</td> <td>1</td> <td>I</td> </tr> <tr> <td>Exploratory Data Analysis and Visualization</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Linear Regression and Its Limitations</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Causal Inference II: Difference-in-Differences</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Causal Inference III: Instrumental Variables</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Causal Inference IV: Regression Discontinuity</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Panel Data Models</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Applications in Policy Evaluation</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Mini Project and Group Presentation</td> <td>2</td> <td>T, U</td> </tr> </tbody> </table>	Topic	Weight	Level	Introduction to Data Science and Economics	1	I	Exploratory Data Analysis and Visualization	1	I, T	Linear Regression and Its Limitations	1	I, T	Causal Inference II: Difference-in-Differences	1	T, U	Causal Inference III: Instrumental Variables	1	T, U	Causal Inference IV: Regression Discontinuity	1	T, U	Panel Data Models	3	T, U	Applications in Policy Evaluation	2	T, U	Mini Project and Group Presentation	2	T, U
Topic	Weight	Level																													
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Mini Project and Group Presentation	2	T, U																													
Examination forms	<p>Multiple-choice questions, short-answer questions, group project.</p>																														
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																														

Reading and Resources	<p>Books:</p> <p>[1] Scott Cunningham, <i>Causal Inference: The Mixtape</i>, free online version.</p> <p>[2] Angrist, J. D., &amp; Pischke, J.-S. (2009). <i>Mostly Harmless Econometrics</i>. Princeton University Press.</p> <p>Papers:</p> <p>[1] Athey, S., &amp; Imbens, G. (2017). <i>The State of Applied Econometrics: Causality and Policy Evaluation</i>. <i>Journal of Economic Perspectives</i></p> <p>[2] Varian, H. R. (2014). <i>Big Data: New Tricks for Econometrics</i>. <i>Journal of Economic Perspectives</i>.</p>
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## 2. Learning Outcomes Matrix (optional)

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Data Science and Economics	1	Quiz	Lecture	1,2
2	Exploratory Data Analysis and Visualization	1, 2	Quiz	Lecture	1,2,3
3	Linear Regression and Its Limitations	1, 2, 3	Quiz	Lecture	1,2,3,4
4	Causal Inference II: Difference-in-Differences	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
5	Causal Inference III: Instrumental Variables	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
6	Causal Inference IV: Regression Discontinuity	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	1,2,3
7	Introduction to Big Data in Economics	1, 2, 3	Quiz, Assignment	Lecture, Discussion	4
<b>Midterm</b>					
9	Panel Data Models	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	2, 3
10	Panel Data Models (2)	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	2, 3
11	Panel Data Models (3)	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	2, 3
12	Applications in Policy Evaluation	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	2, 3
13	Applications in Policy Evaluation (2)	1, 2, 3	Quiz, Assignment	Lecture, Discussion, Lab	2, 3
14	Mini Project and Group Presentation	1, 2, 3, 4	Group Project	Presentation	

15	Mini Project and Group Presentation	1, 2, 3, 4	Group Project	Presentation	
<b>Final</b>					

#### 4. Assessment plan

<b>Evaluation Category</b>	<b>Weight</b>	<b>Learning outcomes</b>
Problem Sets (including coding exercises)	10%	LO1,2,3,4,5
In-class Participation and Quizzes	10%	LO1,2,3,4,5
Presentation of Research Proposal	10%	LO1,2,3,4,5
Midterm Exam	30%	LO1,2,3,4,5
Final Project (Empirical Research Paper)	40%	LO1,2,3,4,5
<b>Total</b>	<b>100%</b>	

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

<b>Grading checklist for Written Reports</b>			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>		100	

##### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.



*Ho Chi Minh City, 6 / July / 2023*  
***Vice Dean of School***



Lê Văn Chon



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance and Accounting

**COURSE SYLLABUS**

**Course Name: WORKSHOP 2 ON ECONOMIC ISSUES**

**Course Code: EFA230IU**

**1. General information**

Course designation	This workshop provides students with opportunities to explore real-world economic issues through practical engagement with experienced professionals and academics. Guest speakers from public institutions, international organizations, or private sector firms will share their current projects, policy analysis, and experiences. Students are expected to reflect critically on economic problems, policy-making processes, and research methodologies. At the end of the course, students will submit three written reports to demonstrate their understanding of selected topics.
Semester(s) in which the course is taught	1
Person responsible for the course	Mr. Duong Minh Hoang
Language	English
Relation to curriculum	Compulsory
Teaching methods	Seminar
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 85 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 25 Private study including examination preparation, specified in hours: 60
Credit points	2 credits
Required and recommended prerequisites for joining the course	Intermediate Microeconomics (EFA201IU), or Intermediate Macroeconomics (EFA202IU), or Introductory Econometrics (EFA203IU)

Course objectives	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the dynamics of economic issues in real-world contexts.</li> <li>• Engage with practitioners and understand the intersection of economic theory and practice.</li> <li>• Enhance their skills in economic reasoning, critical thinking, and policy evaluation.</li> <li>• Communicate economic insights clearly through structured reports.</li> </ul>
Course learning outcomes	<p>By attending Workshop 2, students will be able to</p> <p><b>CLO1:</b> Analyze macroeconomic and microeconomic challenges in real-life scenarios.</p> <p><b>CLO2:</b> Explain the structure and impact of economic policies and reforms.</p> <p><b>CLO3:</b> Assess the implications of global economic trends for Vietnam and the region.</p> <p><b>CLO4:</b> Evaluate economic development strategies and their socio-economic outcomes.</p> <p><b>CLO5:</b> Formulate evidence-based recommendations through analytical writing.</p> <p><b>CLO6:</b> Demonstrate understanding of policy-making processes from diverse stakeholders.</p>
Content	<p>Post-pandemic economic recovery in Vietnam  Inflation and monetary policy challenges  Green economy and sustainable development  Public investment and infrastructure economics  Regional economic integration (ASEAN, RCEP, CPTPP)  Labor market changes and income inequality  State-owned enterprise reform and privatization</p>
Examination forms	Written report
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	Lecture slides and handouts, hands-on learning experiences, detailed and informative educational videos

## 2. Learning Outcomes Matrix (optional)

## 3. Planned learning activities and teaching methods

Session	Content	Learning Outcomes	Bloom's Taxonomy	Category
1	Post-COVID Economic Recovery	CLO1, CLO2	Understand, Analyze	Lecture + Discussion
2	Inflation Control & Monetary Policy	CLO2, CLO3	Analyze, Evaluate	Guest Speaker + Q&A
3	Sustainable Economic Growth	CLO1, CLO4	Understand, Evaluate	Lecture + Case Study
4	Infrastructure & Public Investment	CLO1, CLO5	Analyze, Apply	Group Analysis
5	Regional Integration & Trade	CLO3, CLO6	Evaluate, Synthesize	Workshop
6	Labor and Inequality Issues	CLO4, CLO5	Apply, Evaluate	Report Preparation

#### 4. Assessment plan

Evaluation Category	Weight	Learning outcomes	Number of questions
Attendance	10%	-	Minimum 80% attendance required
Class discussion	20%	CLO1–CLO6	Active participation in Q&A and group discussions
Group assignment	40%	CLO1–CLO4	Group project based on a guest speaker's topic or real-world case
Individual assignment	30%	CLO1–CLO5	Analytical paper (~1500 words) on a selected topic discussed during the workshop
<b>Total</b>	<b>100%</b>		

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		

<b>Quality of Layout, tables, and graphics (10%)</b>	10		
<b>Presentation (20%)</b>			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
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Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / June / 2025</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chon</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

## COURSE SYLLABUS

### **COURSE NAME: RESEARCHS METHOD IN ECONOMICS** **Course Code: EFA209IU**

#### 1. General information

Course designation	This course explains how to conduct basic research in economics. It covers the main steps involved in the research process: development of the research proposal, finding and critically evaluating relevant literature, model development, methods for locating and collecting economic data, analytical methods, and writing mechanics. The course has a strong practical focus.
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Math for Business (BA282IU), Introduction to Microeconomics BA117IU, Introduction to Macroeconomics BA119IU, Introductory Econometrics EFA203IU,	
Course objectives	The module provides an opportunity to deepen and consolidate previous knowledge by applying many concepts within economics to consider research into a topic of the student's own choice. Through this module students are offered an opportunity to learn how economists do research, by carrying out either a critical evaluation of the literature in a chosen area, or by a replication of an empirical study. In undertaking this work, students will be expected to use a combination of economic analysis and statistical techniques. Students are expected to attend lectures on research methodology, formulate an initial proposal and work on their chosen topic under the supervision of a member of academic staff who will provide support and guidance to the student.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Reason around ethical issues in conducting economic research, data collection and analysis.
	Knowledge	CLO2. Understand how economists approach questions how they construct hypotheses and use data to discriminate between alternate explanations for events or patterns CLO3: gain skills in the use of computer software including statistical and/or mathematical modelling Software for economic research
	Skills	CLO4. Develop communications skills through the presentation of students' work and interactions during class discussion sessions. CLO5. students will develop skills in writing on a specialized economics subject, clearly communicating technical economics material succinctly.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Chapters 1 : Introduction and Research ethics	1	I, T
	Chapter 2: Research questions 1	1	I, T
	Chapter 3: Research questions 2	1	
	Chapter 4: Library Resources	1	T, U
	Chapter 5: Literature Review 1	1	I, T
	Chapter 6: Literature Review 2	1	
	Chapter 7: Data analysis 1	1	T
	Chapter 8: Data analysis 2	1	T, U
	Chapter 9: Data analysis 3		
	Chapter 10: Reporting your research, Presentations	2	T, U
	Chapter 11: Reporting your research, Presentations	1	T, U
Chapter 12: Reporting your research, Presentations	1	T, U	
Chapter 13: Reporting your research, Presentations	1	T, U	
Chapter 14: Reporting your research, Presentations	1	T	
Chapter 15: Review	1	T, U	
Examination forms	Attendance/Report/Presentation		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Research Methodology in Applied Economic [2] Microeconometrics: Methods and Applications, A. Colin Cameron and Pravin K. Trivedi. (on reserve) [3] Microeconometrics Using Stata, A. Colin Cameron and Pravin K. Trivedi. (on reserve)		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO					
	1	2	3	4		
1				x		
2	x	x				
3	x	x				

4			x						
5			x						

### 3. Planned learning activities and teaching methods

Topic	CLO	Assessments	Learning activities	Resources
Chapters 1 : Introduction and Research ethics	1,4		Lecture, Discussion,	[1]
Chapter 2: Research questions 1	1		Lecture, Discussion,	[1]
Chapter 3: Research questions 2	1		Lecture, Group work, Discussion, Presentation	[1]
Chapter 4: Library Resources	1		Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
Chapter 5: Literature Review 1	1		Lecture, Group work, Discussion	[1]
Chapter 6: Literature Review 2			Lecture,	
Chapter 7: Data analysis 1	1,2		Group work,	
Chapter 8: Data analysis 2	1,2		Lecture, Group work, Discussion	
Chapter 9: Data analysis 3	1,2		Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
Chapter 10: Reporting your research, Presentations	1,3,4		Lecture, Group work, Discussion,	[1]
Chapter 11: Reporting your research, Presentations	1,3,4		Lecture, Group work, Discussion,	[1]
Chapter 12: Reporting your research, Presentations	1,3,4		Lecture, Group work, Discussion,	[1]
Chapter 13: Reporting your research, Presentations	1,3,4		Lecture, Group work, Discussion, iz	[1]

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Group research paper (70%)	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass

Presentation (30%)	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass
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Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.

<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: ENVIRONMENTAL ECONOMICS**

**Course Code: EFA206IU**

**1. General information**

Course designation	<i>This course investigates the interdependencies between the economy and the environment. We study competing perspectives on both the economic and environmental analysis. The course examines thoroughly economic theory and policies for the environment and several relevant case studies.</i> [1] [SEP]
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, presentation, problem sets.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3
Required and recommended prerequisites for joining the course	Introduction to Microeconomics (BA117IU)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	The course is designed to teach students the application of economics to environmental issues. The course covers topics such as scarcity, choice, economic value, market efficiency, and market failures which need the role of government in the regulation of the environment. It will help students develop the tools to estimate the costs and benefits of environmental regulations. In addition, students will examine how different strategies and policies deal with management and use of natural resources and relevant externalities.																																						
Course learning outcomes	Upon the successful completion of this course students will be able to:																																						
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																					
	Attitude	CLO1. Express well considered opinion on issues relating to environmental economics.																																					
	Knowledge	CLO2. Demonstrate knowledge of economic approach to environmental problems that are prominent in the local and global economy. CLO3. Understand complementary views of environmental economics.																																					
	Skills	CLO4. Develop economic tool kit to evaluate applied problems in environmental economics. CLO5. Present economic information in a technically complete way that is accessible to a non-technical audience.																																					
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="403 1178 1377 1917"> <thead> <tr> <th data-bbox="403 1178 1129 1234">Topic</th> <th data-bbox="1137 1178 1257 1234">Weight</th> <th data-bbox="1265 1178 1377 1234">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 1234 1129 1290">Introduction – Environmental Economics</td> <td data-bbox="1137 1234 1257 1290">1</td> <td data-bbox="1265 1234 1377 1290">I, T</td> </tr> <tr> <td data-bbox="403 1290 1129 1346">Benefits and Costs, Supply and Demand</td> <td data-bbox="1137 1290 1257 1346">2</td> <td data-bbox="1265 1290 1377 1346">I, T</td> </tr> <tr> <td data-bbox="403 1346 1129 1402">Externalities and Public Goods</td> <td data-bbox="1137 1346 1257 1402">1</td> <td data-bbox="1265 1346 1377 1402">I, T</td> </tr> <tr> <td data-bbox="403 1402 1129 1458">The Economics of Environmental Quality</td> <td data-bbox="1137 1402 1257 1458">1</td> <td data-bbox="1265 1402 1377 1458">I, T</td> </tr> <tr> <td data-bbox="403 1458 1129 1514">Benefit-Cost Analysis: Benefits</td> <td data-bbox="1137 1458 1257 1514">1</td> <td data-bbox="1265 1458 1377 1514">I, T</td> </tr> <tr> <td data-bbox="403 1514 1129 1570">Benefit-Cost Analysis: Costs</td> <td data-bbox="1137 1514 1257 1570">1</td> <td data-bbox="1265 1514 1377 1570">I, T</td> </tr> <tr> <td data-bbox="403 1570 1129 1626">Criteria for Evaluating Environmental Policies</td> <td data-bbox="1137 1570 1257 1626">1</td> <td data-bbox="1265 1570 1377 1626">T, U</td> </tr> <tr> <td data-bbox="403 1626 1129 1715">Decentralized Policies: Liability Laws, Property Rights, Voluntary Action</td> <td data-bbox="1137 1626 1257 1715">1</td> <td data-bbox="1265 1626 1377 1715">T, U</td> </tr> <tr> <td data-bbox="403 1715 1129 1771">Command-and-Control Strategies: The Case of Standards</td> <td data-bbox="1137 1715 1257 1771">1</td> <td data-bbox="1265 1715 1377 1771">T, U</td> </tr> <tr> <td data-bbox="403 1771 1129 1861">Incentive-Based Strategies: Emission Charges and Subsidies</td> <td data-bbox="1137 1771 1257 1861">1</td> <td data-bbox="1265 1771 1377 1861">T, U</td> </tr> <tr> <td data-bbox="403 1861 1129 1917">Incentive-Based Strategies: Market Trading Systems</td> <td data-bbox="1137 1861 1257 1917">1</td> <td data-bbox="1265 1861 1377 1917">T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Introduction – Environmental Economics	1	I, T	Benefits and Costs, Supply and Demand	2	I, T	Externalities and Public Goods	1	I, T	The Economics of Environmental Quality	1	I, T	Benefit-Cost Analysis: Benefits	1	I, T	Benefit-Cost Analysis: Costs	1	I, T	Criteria for Evaluating Environmental Policies	1	T, U	Decentralized Policies: Liability Laws, Property Rights, Voluntary Action	1	T, U	Command-and-Control Strategies: The Case of Standards	1	T, U	Incentive-Based Strategies: Emission Charges and Subsidies	1	T, U	Incentive-Based Strategies: Market Trading Systems	1	T, U
Topic	Weight	Level																																					
Introduction – Environmental Economics	1	I, T																																					
Benefits and Costs, Supply and Demand	2	I, T																																					
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Incentive-Based Strategies: Market Trading Systems	1	T, U																																					
Examination forms	Multiple-choice questions, short-answer questions, and/or problem solving questions																																						

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	Required: [1] Environmental Economics: An Introduction, Barry C. Field, Martha K. Field, 7th ed. Suggested: [1] The Economics of the Environment, Dollars and Sense Collective, 3rd ed. [2] Environmental and Natural Resource Economics: A Contemporary Approach, Jonathan Harris, Brian Roach, 5th ed. [3] Environmental Economics, Charles D. Kolstad, 2nd ed.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			
6						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction What is environmental economics? The economy and environment	2,3		Lecture, Discussion,	[1]
2-3	Benefits and Costs, Supply and Demand	2,3		Lecture, Discussion,	[1]
4-5	Externalities and Public Goods	2,3		Lecture, Discussion	[1]
6	The Economics of Environmental Quality	2,3		Lecture, Discussion	[1]
7-8	Benefit-Cost Analysis: Benefits	2,3,4	Home assignments	Lecture, Discussion	[1]
9-10	Midterm				
11-12	Benefit-Cost Analysis: Costs	2,3,4		Lecture, Discussion	[1]
13	Criteria for Evaluating Environmental Policies	2,3,4, 5	Group Presentation	Lecture, Discussion, Group work, Presentation	[1]
14	Decentralized Policies: Liability Laws, Property Rights, Voluntary Action	2,3,4, 5	Group Presentation	Lecture, Discussion, Group work, Presentation	[1]
15	Command-and-Control Strategies: The Case of Standards	2,3,4, 5	Group Presentation	Lecture, Discussion, Group work, Presentation	[1]

16	Incentive-Based Strategies: Emission Charges and Subsidies	2,3,4,5	Group Presentation	Lecture, Discussion, Group work, Presentation	[1]
17	Incentive-Based Strategies: Market Trading Systems	2,3,4,5	Group Presentation, Home assignments	Lecture, Discussion, Group work, Presentation	[1]
18	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Home assignments (15%)		x 80%Pass	x 80%Pass	x 80%Pass	x 80%Pass
Group project (15%)	x 80%Pass				x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass	
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

##### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>
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Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chơn</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**  
**COURSE NAME: DEVELOPMENT ECONOMICS**  
**Course Code: EFA207IU**

**1. General information**

Course designation	<i>This course is designed to equip students with an understanding of the causes and consequences of uneven patterns of growth and development; structural features that are typical of the economies in developing countries; policies that can be applied in less developed countries and how to measure their effects.</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3
Required and recommended prerequisites for joining the course	Introduction to Microeconomics (BA117IU), or Introduction to Macroeconomics (BA119IU)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	The objectives of this course are to: (i) Understand the essential tools and concepts of development economics. (ii) Understand what makes underdevelopment persist and what helps development succeed. (iii) Describe the basic characteristics of a developing economy. (iv) Explain growth theories and describe their shortcomings for developing countries. (v) Survey and examine how economic policies can solve different development problems																																									
Course learning outcomes	Upon the successful completion of this course students will be able to:																																									
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																								
	Attitude	CLO1. Reason around ethical issues in development economics conduct and apply ethical practices.																																								
	Knowledge	CLO2. Demonstrate a sound understanding of the core concepts and tools of development economics CLO3. Apply economic models to study development problems and to critically analyze relevant issues in economic development.																																								
Skills	CLO4. Develop communications skills through the presentation of students' work and interactions during class discussion sessions. CLO5. Critically evaluate government policies CLO6. Demonstrate the ability to produce a clear and concise written report that demonstrates higher order understanding of key concepts in development economics.																																									
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="411 1216 1369 1944"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Patterns of Development</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Measuring Economic Growth and Development</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Economic Growth: Concepts and Patterns</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Theories of Economic Growth</td> <td>1</td> <td>T</td> </tr> <tr> <td>Inequality and Poverty</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Population</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Education</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Health</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Investment and Savings</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Fiscal Policy</td> <td>1</td> <td>T</td> </tr> <tr> <td>Foreign Aid</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Trade and Development</td> <td>1</td> <td>I, T</td> </tr> </tbody> </table>			Topic	Weight	Level	Patterns of Development	1	I, T	Measuring Economic Growth and Development	2	T, U	Economic Growth: Concepts and Patterns	1	I, T	Theories of Economic Growth	1	T	Inequality and Poverty	2	T, U	Population	2	T, U	Education	1	T, U	Health	2	T, U	Investment and Savings	1	T, U	Fiscal Policy	1	T	Foreign Aid	1	T, U	Trade and Development	1	I, T
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Trade and Development	1	I, T																																								
Examination forms	Multiple-choice questions, short-answer questions, problem solving questions																																									

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Perkins, D. H., Radelet, S., Lindauer, D. L., & Block, S. A. (7 <sup>th</sup> edition). Economics of development. WW Norton & Company, Inc.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			
6						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Patterns of Development	1,3		Lecture, Discussion,	[1]
2	Measuring Economic Growth and Development	1,2,3		Lecture, Group work, Discussion,	[1]
3	Economic Growth: Concepts and Patterns	2,3,4	Presentation	Lecture, Group work, Discussion, Presentation	[1]
4-5	Theories of Economic Growth	2,3,4, 6	Quiz 1 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
6	Inequality and Poverty	2,3,4, 5		Lecture, Group work, Discussion	[1]
7	Population	2,3,5		Lecture, Group work, Discussion	
8	Education	2,3,5	Quiz 2 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
9-10	Midterm				
11	Health	2,3,4, 5	Presentation	Lecture, Group work, Discussion,	[1]

12	Investment and Savings	2,3,4,5		Lecture, Group work, Discussion,	[1]
13	Fiscal Policy	2,3,4,5		Lecture, Group work, Discussion,	[1]
14	Foreign Aid	2,3,5,6	Quiz 3 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
15	Trade and Development	2,3,4,5		Lecture, Discussion,	[1]
16	Revision			Review-Test	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (15%)		x 80%Pass	x 80%Pass	x 80%Pass		
Group project (15%)	x 80%Pass				x 80%Pass	x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass		
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		

<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**  
**COURSE NAME: LABOR ECONOMICS**  
**Course Code: EFA208IU**

**1. General information**

Course designation	<i>This course is an introduction to labor economics with an emphasis on applied microeconomic theory and empirical analysis. Topics to be covered include: labor supply and demand, taxes and transfers, minimum wages, immigration, human capital, education production, inequality, discrimination, unions and strikes, and unemployment.</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3
Required and recommended prerequisites for joining the course	Introduction to Microeconomics (BA117IU)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	The objectives of this course are to: (i) Apply appropriate economic skills to the analysis of labor markets. (ii) Explain key features of labor markets in their countries as well as other developed countries. (iii) Classify and appropriately organize empirical evidence in the discussion of labor market policy. (iv) Explain the role of labor unions in wage determination. (v) Summarize inequality and wage pay gaps																																									
Course learning outcomes	Upon the successful completion of this course students will be able to:																																									
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																																								
	Attitude	CLO1. Reason around ethical issues in labor economics conduct and apply ethical practices.																																								
	Knowledge	CLO2. Demonstrate a sound understanding of the core concepts and tools of Labor Economics and Policy. CLO3. Apply economic principles and reasoning to critically analyze labor market phenomena and contemporary academic literature.																																								
Skills	CLO4. Develop communications skills through the presentation of students' work and interactions during class discussion sessions. CLO5. Critically evaluate government policies affecting work and jobs CLO6. Demonstrate the ability to produce a clear and concise written report that demonstrates higher order understanding of key concepts in labor economics.																																									
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="403 1261 1367 2018"> <thead> <tr> <th data-bbox="403 1261 1129 1317">Topic</th> <th data-bbox="1137 1261 1257 1317">Weight</th> <th data-bbox="1265 1261 1367 1317">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 1317 1129 1373">Overview of the Labor Market</td> <td data-bbox="1137 1317 1257 1373">1</td> <td data-bbox="1265 1317 1367 1373">I, T</td> </tr> <tr> <td data-bbox="403 1373 1129 1429">The Demand for Labor</td> <td data-bbox="1137 1373 1257 1429">2</td> <td data-bbox="1265 1373 1367 1429">T, U</td> </tr> <tr> <td data-bbox="403 1429 1129 1485">Labor Demand Elasticities</td> <td data-bbox="1137 1429 1257 1485">1</td> <td data-bbox="1265 1429 1367 1485">I, T</td> </tr> <tr> <td data-bbox="403 1485 1129 1541">Frictions in the Labor Market</td> <td data-bbox="1137 1485 1257 1541">1</td> <td data-bbox="1265 1485 1367 1541">T</td> </tr> <tr> <td data-bbox="403 1541 1129 1597">Supply of Labor to the Economy: the Decision to Work</td> <td data-bbox="1137 1541 1257 1597">2</td> <td data-bbox="1265 1541 1367 1597">T, U</td> </tr> <tr> <td data-bbox="403 1597 1129 1686">Labor Supply: Household Production, the Family, and the Life Cycle</td> <td data-bbox="1137 1597 1257 1686">2</td> <td data-bbox="1265 1597 1367 1686">T, U</td> </tr> <tr> <td data-bbox="403 1686 1129 1742">Compensating Wage Differentials and Labor Markets</td> <td data-bbox="1137 1686 1257 1742">1</td> <td data-bbox="1265 1686 1367 1742">T, U</td> </tr> <tr> <td data-bbox="403 1742 1129 1798">Investments in Human Capital: Education and Training</td> <td data-bbox="1137 1742 1257 1798">2</td> <td data-bbox="1265 1742 1367 1798">T, U</td> </tr> <tr> <td data-bbox="403 1798 1129 1854">Worker Mobility: Migration, Immigration, and Turnover</td> <td data-bbox="1137 1798 1257 1854">1</td> <td data-bbox="1265 1798 1367 1854">T, U</td> </tr> <tr> <td data-bbox="403 1854 1129 1910">Gender, Race, and Ethnicity in the Labor Market</td> <td data-bbox="1137 1854 1257 1910">1</td> <td data-bbox="1265 1854 1367 1910">T</td> </tr> <tr> <td data-bbox="403 1910 1129 1966">Unions and the Labor Market</td> <td data-bbox="1137 1910 1257 1966">1</td> <td data-bbox="1265 1910 1367 1966">T, U</td> </tr> <tr> <td data-bbox="403 1966 1129 2018">Unemployment</td> <td data-bbox="1137 1966 1257 2018">1</td> <td data-bbox="1265 1966 1367 2018">I, T</td> </tr> </tbody> </table>			Topic	Weight	Level	Overview of the Labor Market	1	I, T	The Demand for Labor	2	T, U	Labor Demand Elasticities	1	I, T	Frictions in the Labor Market	1	T	Supply of Labor to the Economy: the Decision to Work	2	T, U	Labor Supply: Household Production, the Family, and the Life Cycle	2	T, U	Compensating Wage Differentials and Labor Markets	1	T, U	Investments in Human Capital: Education and Training	2	T, U	Worker Mobility: Migration, Immigration, and Turnover	1	T, U	Gender, Race, and Ethnicity in the Labor Market	1	T	Unions and the Labor Market	1	T, U	Unemployment	1	I, T
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Examination forms	Multiple-choice questions, short-answer questions, problem solving questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Ehrenberg, R. G., Smith, R. S., & Hallock, K. F. (11 <sup>th</sup> edition). Modern labor economics: Theory and public policy. Pearson.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			
6						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Overview of the Labor Market	1,3		Lecture, Discussion,	[1]
2	The Demand for Labor	1,2,3		Lecture, Group work, Discussion,	[1]
3-4	Labor Demand Elasticities	2,3,4	Presentation	Lecture, Group work, Discussion, Presentation	[1]
5	Frictions in the Labor Market	2,3,4, 6	Quiz 1 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
6	Supply of Labor to the Economy: the Decision to Work	2,3,4, 5		Lecture, Group work, Discussion	[1]
7	Labor Supply: Household Production, the Family, and the Life Cycle	2,3,5		Lecture, Group work, Discussion	
8	Compensating Wage Differentials and Labor Markets	2,3,5	Quiz 2 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
9-10	Midterm				

11	Investments in Human Capital: Education and Training	2,3,4,5	Presentation	Lecture, Group work, Discussion,	[1]
12	Worker Mobility: Migration, Immigration, and Turnover	2,3,4,5		Lecture, Group work, Discussion,	[1]
13	Gender, Race, and Ethnicity in the Labor Market	2,3,4,5		Lecture, Group work, Discussion,	[1]
14	Unions and the Labor Market	2,3,5,6	Quiz 3 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
15	Unemployment	2,3,4,5		Lecture, Discussion,	[1]
16	Revision			Review-Test	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (15%)		X 80%Passes	X 80%Pass	X 80%Passes		
Group project (15%)	X 80%Passes				X 80%Passes	X 80%Passes
Midterm exam (30%)		X 70%Passes	X 70%Pass	X 70%Passes		
Final exam (40%)		X 70%Passes	X 70%Pass	X 70%Passes		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		

<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised:**

	<p>Ho Chi Minh City, 6 / July / 2023</p> <p><b>Vice Dean of School</b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: INTERNATIONAL ECONOMICS**

**Course Code: BA068IU**

**1. General information**

Course designation	<i>The course is designed to equip students with the basic concepts and real practical considerations governing International Economic and Trading Relations: national accounting system, international money supply demand impact on country interest and exchange rates, trading block formation such as European Community, ASEAN, NAFTA, WTO and other trading pacts on national and international economies. Focus would be on Vietnam in the age of globalization and economic integration.</i>
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Introduction to Microeconomics (BA117IU)																										
Course objectives	The objectives of this course are to: (i) Present trade theories to explain why countries trade with each other. (ii) Present practical considerations governing International Economic and Trading Relations: national accounting system, international money supply demand impact on country interest and exchange rates, trading block formation such as European Community, ASEAN, NAFTA, WTO; (iii) Develop analytical and critical thinking skills within the context of globalization as well as economic integration.																										
Course learning outcomes	Upon the successful completion of this course students will be able to:																										
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																									
	Attitude	CLO1. Reason around ethical issues in international economics conduct and apply ethical practices.																									
	Knowledge	CLO2. Demonstrate a proficiency in utilising numerical and graphical techniques as well as verbal presentation of international economic concepts. CLO3. Select and apply an appropriate model to a given international economic problem in a logical, rigorous, and precise manner.																									
	Skills	CLO4. Develop communications skills through the presentation of students' work and interactions during class discussion sessions. CLO5. Assess the international economic theories and models in terms of their policy implications, advantages and limitations. CLO6. Demonstrate the ability to produce a clear and concise written report that demonstrates higher order understanding of key concepts in international economics.																									
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="405 1559 1362 2031"> <thead> <tr> <th data-bbox="405 1559 1129 1615">Topic</th> <th data-bbox="1136 1559 1257 1615">Weight</th> <th data-bbox="1264 1559 1362 1615">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 1624 1129 1675">The global economy</td> <td data-bbox="1136 1624 1257 1675">1</td> <td data-bbox="1264 1624 1362 1675">I, T</td> </tr> <tr> <td data-bbox="405 1684 1129 1736">Trade and technology: the Ricardian model</td> <td data-bbox="1136 1684 1257 1736">1</td> <td data-bbox="1264 1684 1362 1736">T, U</td> </tr> <tr> <td data-bbox="405 1744 1129 1796">Trade and resources: The Heckscher-Ohlin model</td> <td data-bbox="1136 1744 1257 1796">1</td> <td data-bbox="1264 1744 1362 1796">T, U</td> </tr> <tr> <td data-bbox="405 1805 1129 1856">Tariffs and quotas under perfect competition</td> <td data-bbox="1136 1805 1257 1856">2</td> <td data-bbox="1264 1805 1362 1856">T, U</td> </tr> <tr> <td data-bbox="405 1865 1129 1917">Introduction to exchange rates and the foreign exchange market</td> <td data-bbox="1136 1865 1257 1917">2</td> <td data-bbox="1264 1865 1362 1917">T, U</td> </tr> <tr> <td data-bbox="405 1926 1129 1977">Exchange rates I: the monetary approach in the long run</td> <td data-bbox="1136 1926 1257 1977">2</td> <td data-bbox="1264 1926 1362 1977">T, U</td> </tr> <tr> <td data-bbox="405 1986 1129 2031">National and international accounts: Income, wealth, and the balance of payments</td> <td data-bbox="1136 1986 1257 2031">1</td> <td data-bbox="1264 1986 1362 2031">T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	The global economy	1	I, T	Trade and technology: the Ricardian model	1	T, U	Trade and resources: The Heckscher-Ohlin model	1	T, U	Tariffs and quotas under perfect competition	2	T, U	Introduction to exchange rates and the foreign exchange market	2	T, U	Exchange rates I: the monetary approach in the long run	2	T, U	National and international accounts: Income, wealth, and the balance of payments	1	T, U
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National and international accounts: Income, wealth, and the balance of payments	1	T, U																									

Examination forms	Multiple-choice questions, short-answer questions, problem solving questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Feenstra, Robert C. and Alan M. Taylor, Essentials of International Economics, Third Edition, New York: Worth Publishers, 2014. Other: Eichengreen, B., Globalizing Capital: A History of the International Monetary System., Princeton University Press, 2e. Gerber, J., International Economics, Prentice Hall, 7e. Pugel, T., International Economics, McGraw-Hill, 16e. Salvatore, D., International Economics, John Wiley & Sons, 12e <u>Recommended Internet sites</u> <a href="#">UNCTAD</a> (United Nations Conference on Trade and Development) <a href="#">WTO</a> (World Trade Organization) <a href="#">Business Week</a> <a href="#">The Economist</a> <a href="#">Fortune</a> <a href="#">Forbes</a>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			
6						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	The global economy	1,3		Lecture, Discussion,	[1]
2-4	Trade and technology: the Ricardian model	1,2,3		Lecture, Group work, Discussion,	[1]
5-6	Trade and resources: The Heckscher-Ohlin model	2,4,5	Presentation	Lecture, Group work, Discussion, Presentation	[1]

7-8	Tariffs and quotas under perfect competition	2,3,6	Quiz 1 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
	Mid-term				
9-10	Introduction to exchange rates and the foreign exchange market	2,3,4		Lecture, Group work, Discussion	[1]
11-12	Exchange rates I: the monetary approach in the long run	2,3,5		Lecture, Group work, Discussion	
14	National and international accounts: Income, wealth, and the balance of payments	2,3,5	Quiz 2 Presentation	Lecture, Group work, Discussion, Presentation, In-class quiz	[1]
15	Revision			Review-Test	
17	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class exercises/quizzes (15%)		X 80%Passes	X 80%Pass	X 80%Passes		
Group project (15%)	X 80%Passes				X 80%Passes	X 80%Passes
Midterm exam (30%)		X 70%Passes	X 70%Pass	X 70%Passes		
Final exam (40%)		X 70%Passes	X 70%Pass	X 70%Passes		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		

<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

### *Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: PANEL DATA ECONOMETRICS**

**Course Code: EFA205IU**

**1. General information**

Course designation	<i>This course introduces the use of econometrics to explore and estimate economic relationships using linear regression models. The course will give students a basic understanding of methods required to model the inter-relationship between variables and prepare them for further studies of econometric methods.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Introductory Econometrics (EFA203IU)																																			
Course objectives	This course provides a theoretical and empirical overview of econometric techniques that may be used when studying panel data. Panel data are pooled observations of a cross-section of units such as individuals, households, firms, states, or countries, over time. The number of pooled observations per unit does not have to be the same, but that case does present some further complications. When feasible, the theoretical discussion of econometric techniques will be illustrated with empirical studies that use those same techniques. The techniques can also be used when cross-sectional data consist of groups, for example by city, state, and so forth, rather than of pooled data over several years.																																			
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1" data-bbox="443 743 1401 1098"> <thead> <tr> <th data-bbox="443 743 691 825">Competency level</th> <th colspan="2" data-bbox="691 743 1401 825">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 825 691 905">Attitude</td> <td colspan="2" data-bbox="691 825 1401 905">CLO1. Understand ethical principles for data collection and data analysts</td> </tr> <tr> <td data-bbox="443 905 691 1020">Knowledge</td> <td colspan="2" data-bbox="691 905 1401 1020">CLO2. Learn econometric techniques for panel data CLO3. be able to conduct panel data analysis and interpret the results from these models.</td> </tr> <tr> <td data-bbox="443 1020 691 1098">Skills</td> <td colspan="2" data-bbox="691 1020 1401 1098">CLO4. Explore statistical/econometric software in regard to panel-econometric techniques.</td> </tr> </tbody> </table>			Competency level	Course learning outcome (CLO)		Attitude	CLO1. Understand ethical principles for data collection and data analysts		Knowledge	CLO2. Learn econometric techniques for panel data CLO3. be able to conduct panel data analysis and interpret the results from these models.		Skills	CLO4. Explore statistical/econometric software in regard to panel-econometric techniques.																						
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Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="443 1274 1401 1890"> <thead> <tr> <th data-bbox="443 1274 1159 1335">Topic</th> <th data-bbox="1159 1274 1289 1335">Weight</th> <th data-bbox="1289 1274 1401 1335">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1335 1159 1396">Introduction and</td> <td data-bbox="1159 1335 1289 1396">1</td> <td data-bbox="1289 1335 1401 1396">I, T</td> </tr> <tr> <td data-bbox="443 1396 1159 1457">One-way error component model</td> <td data-bbox="1159 1396 1289 1457">2</td> <td data-bbox="1289 1396 1401 1457">I, T</td> </tr> <tr> <td data-bbox="443 1457 1159 1518">Two-way error component model</td> <td data-bbox="1159 1457 1289 1518">2</td> <td data-bbox="1289 1457 1401 1518">I, T</td> </tr> <tr> <td data-bbox="443 1518 1159 1579">Hypothesis testing</td> <td data-bbox="1159 1518 1289 1579">1</td> <td data-bbox="1289 1518 1401 1579">I, T</td> </tr> <tr> <td data-bbox="443 1579 1159 1640">Heteroskedasticity and serial correlation</td> <td data-bbox="1159 1579 1289 1640">1</td> <td data-bbox="1289 1579 1401 1640">T</td> </tr> <tr> <td data-bbox="443 1640 1159 1701">Simultaneous equation model</td> <td data-bbox="1159 1640 1289 1701">2</td> <td data-bbox="1289 1640 1401 1701">I, T</td> </tr> <tr> <td data-bbox="443 1701 1159 1761">Dynamic panel data model</td> <td data-bbox="1159 1701 1289 1761">2</td> <td data-bbox="1289 1701 1401 1761">T, U</td> </tr> <tr> <td data-bbox="443 1761 1159 1822">Models for unbalanced panel data</td> <td data-bbox="1159 1761 1289 1822">1</td> <td data-bbox="1289 1761 1401 1822">T, U</td> </tr> <tr> <td data-bbox="443 1822 1159 1883">Limited dependent variable models</td> <td data-bbox="1159 1822 1289 1883">2</td> <td data-bbox="1289 1822 1401 1883">T, U</td> </tr> <tr> <td data-bbox="443 1883 1159 1890">Review</td> <td data-bbox="1159 1883 1289 1890">1</td> <td data-bbox="1289 1883 1401 1890">T, U</td> </tr> </tbody> </table>			Topic	Weight	Level	Introduction and	1	I, T	One-way error component model	2	I, T	Two-way error component model	2	I, T	Hypothesis testing	1	I, T	Heteroskedasticity and serial correlation	1	T	Simultaneous equation model	2	I, T	Dynamic panel data model	2	T, U	Models for unbalanced panel data	1	T, U	Limited dependent variable models	2	T, U	Review	1	T, U
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Models for unbalanced panel data	1	T, U																																		
Limited dependent variable models	2	T, U																																		
Review	1	T, U																																		

Examination forms	Short-answer questions, problem solving questions
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1]. Econometric Analysis of Panel Data, Sixth Edition, by Badi H. Baltagi [2] Introductory Econometrics: A Modern Approach, by Jeffrey M. Wooldridge

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1										x
2	x									
3	x									
4	x		x	x						
5						x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction	2,3		Lecture, Discussion Assignment	[1]
2-3	One-way error component model	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]
4-5	Two-way error component model	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]
6	Hypothesis testing	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]
7	Heteroskedasticity and serial correlation	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]
8-9	Midterm				
10-11	Simultaneous equation model	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]
12 -13	Dynamic panel data model	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]

14	Models for unbalanced panel data	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]
15-16	Limited dependent variable models	2,3	Assignment Computer tasks	Lecture, Discussion Assignment	[1]
17	Review	2,3		Lecture, Discussion Assignment	[1]
18	Final exam		Individual Report/Project		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Attendance (10%)	x 80%Pass s	x 80%Pass s	x 80%Pass	x 80%Pass s	
Assignment (20%)			x 80%Pass	x 80%Pass s	x 80%Pass s
Midterm exam (30%)	x 70%Pass s	x 70%Pass s	x 70%Pass		
Final exam (40%)		x 70%Pass s	x 70%Pass	x 70%Pass s	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			

Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p style="text-align: center;"><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p style="text-align: center;"><b><i>Vice Dean of School</i></b></p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: GAME THEORY AND BUSINESS STRATEGY**

**Course Code: EFA212IU**

**1. General information**

Course designation	<i>This course is an introduction to Game Theory. It is designed to explore the basic conceptual tools from game theory and identify some real-life business situations where these tools can be useful to a manager. The course is fundamental to the understanding of modern business strategy.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Le Van Chon Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, project, seminar.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
Credit points	3

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Introduction to Microeconomics (BA117IU)	
Course objectives	The course introduces students to the basic tools of game theory and its applications to business choices. This course covers normal-form and extensive-form games and games of perfect and imperfect/incomplete information, and explains equilibrium concepts such as Nash Equilibrium, Subgame-Perfect Equilibrium and Perfect Bayesian Equilibrium. Students also examine repeated games and the theory of reputation. The games are presented to the essence of particular aspects of strategic interactions that arise in real-life situations. Applications provided by the course enable students to apply the abstract theory to specific real-world problems.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Express well considered opinion on issues relating to business strategies.
	Knowledge	CLO2. Understand the basic principles of strategic analysis. CLO3. Compute equilibria in purely sequential-move (C 3) and simultaneous-move situations (C 4-5). CLO4. Compute equilibria in mixed situations. (C 7) CLO5. Understand endogenous barriers to achieving mutually beneficial cooperative outcome in two-player and multi-player games. CLO6. Understand auction types and bidding strategies.
Skills	CLO7. Construct written reports which are logically and professionally presented. CLO8. Communicate ideas in a succinct and clear manner.	

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Introduction – What is a Game?	1	I, T
	Games with Sequential Moves	2	I, T
	Simultaneous-Move Games: Discrete Strategies	2	I, T, U
	Simultaneous-Move Games: Continuous Strategies	2	I, T, U
	Simultaneous-Move Games: Mixed Strategies	2	I, T, U
	The Prisoners' Dilemma and Repeated Games	2	I, T, U
Collective-Action Games	2	I, T, U	
Bidding Strategy and Auction Design	2	I, T, U	
Examination forms	Multiple-choice questions, short-answer questions, and/or problem solving questions		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Required: [1] Games of Strategy, Avinash K. Dixit, Susan Skeath, David Reiley, 4th ed. Suggested: [1] The Art of Strategy: A Game Theorist's Guide to Success in Business and Life, Avinash K. Dixit, Barry J. Nalebuff. [2] Co-opetition, Adam M. Brandenburger, Barry J. Nalebuff. [3] Industrial Organization: Markets and Strategies, Paul Belleflamme, Martin Peitz, 2nd ed.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10

1										x
2	x									
3	x									
4	x		x	x						
5						x	x			
6						x	x			
7										
8										

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction What is a Game?	2		Lecture, Discussion	[1]
2-3	Games with Sequential Moves	2,3		Lecture, Discussion	[1]
4-5	Simultaneous-Move Games: Discrete Strategies	2,3,7, 8	Presentation	Lecture, Group work, Discussion, Presentation	[1]
6-7	Simultaneous-Move Games: Continuous Strategies	2,3,7, 8	Presentation	Lecture, Group work, Discussion, Presentation	[1]
8	Simultaneous-Move Games: Mixed Strategies	2,4,7, 8	Presentation	Lecture, Group work, Discussion, Presentation	[1]
9-10	Midterm				
11	Simultaneous-Move Games: Mixed Strategies	2,4,7, 8	Presentation	Lecture, Group work, Discussion, Presentation	[1]
12-13	The Prisoners' Dilemma and Repeated Games	2,5,7, 8	Presentation	Lecture, Group work, Discussion, Presentation	[1]
14-15	Collective-Action Games	2,5,7, 8	Presentation	Lecture, Group work, Discussion, Presentation	[1]
16-17	Bidding Strategy and Auction Design		Presentation	Lecture, Group work,	[1]

		2,6,7, 8		Discussion, Presentation	
18	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8
Home assignments (15%)		x 80%Pass	x 80%Pass	x 80%Pass	x 80%Pass	x 80%Pass		
Group project (15%)	x 80%Pass						x 80%Pass	x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass		
Final exam (40%)		x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

##### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description

5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

**Date revised:**

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b>Vice Dean of School</b></p>  <p><b>Lê Văn Chơn</b></p>
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VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
Department/School of ...

**COURSE SYLLABUS**

**Course Name: Linear Algebra**

**Course Code: MAFE104IU**

Course Code: .....

**1. General information**

Course name	- (in English): <i>Linear Algebra</i> - (in Vietnamese): <i>Đại số tuyến tính</i>
Course designation	<i>This course provides foundational knowledge in linear algebra for students in applied mathematics, data science, and related fields. It builds the necessary background for further study in numerical methods, optimization, and mathematical modeling.</i>
Course type	<input type="checkbox"/> General knowledge <input checked="" type="checkbox"/> <b>Fundamental</b> <input type="checkbox"/> Specialized knowledge <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others: .....
Semester(s) in which the course is taught	Semester 2
Person responsible for the course	To be announced each semester
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Exercises and discussions</li> <li>• Assignments and quizzes</li> </ul>

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): To be announced by lecturer Private study including examination preparation, specified in hours <sup>1</sup> : 75 hours
Credit points	4 credits (Theory: 4 + Practice: 0) 6.16 ECTS
Number of periods	Theory: 45 Practice: 0
Required and recommended prerequisites for joining the course	None
Course objectives	<ul style="list-style-type: none"> <li>Equip students with foundational knowledge of vector spaces, matrices, linear transformations, eigenvalues, and eigenvectors.</li> <li>Develop the ability to apply linear algebra concepts in computational and applied settings.</li> </ul>
Course learning outcomes	Upon the successful completion of this course students will be able to:
	<b>Competency level</b>   <b>Course learning outcome (CLO)</b>
	Knowledge   CLO1: Understand concepts of matrices, vector spaces, basis, and dimension. CLO2: Apply methods to solve systems of linear equations.
	Skill   CLO3: Compute eigenvalues and eigenvectors, and understand their significance.
Attitude   CLO4: Demonstrate logical thinking and structured problem-solving in linear algebra.	

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Systems of linear equations and Gaussian elimination	10%	T
	Matrices and matrix operations	10%	T
	Determinants and their properties	10%	T
	Vector spaces and subspaces	15%	T/U
	Basis and dimension	10%	T/U
	Linear transformations and matrix representation	15%	T/U
Eigenvalues and eigenvectors	15%	T/U	
Diagonalization	10%	U	
Applications in applied mathematics and computer science	5%	U	
Examination forms	<ul style="list-style-type: none"> <li>• Midterm exam</li> <li>• Final exam</li> <li>• Homework assignments</li> <li>• Quizzes</li> </ul>		
Study and examination requirements	<ul style="list-style-type: none"> <li>• <i>Attend at least 80% of classes</i></li> <li>• <i>Complete all assignments</i></li> <li>• <i>Pass both midterm and final exams</i></li> </ul>		
Reading list	<ul style="list-style-type: none"> <li>• <i>David C. Lay, Steven R. Lay, and Judi J. McDonald, "Linear Algebra and Its Applications", 5th Edition, Pearson.</i></li> <li>• <i>Gilbert Strang, "Introduction to Linear Algebra", Wellesley-Cambridge Pres</i></li> </ul>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1	X	X			X					X
2	X	X			X					X

3	X	X			X					X
4	X	X			X					X

*\*Use Bloom's Taxonomy*

**3. Planned learning activities and teaching methods: To be announced later**

Week	Topic	CLO	Learning activities	Assessments	Resources

**4. Assessment plan: To be announced later**

Assessment Type	CLO1	CLO2	CLO3	CLOi

*Note: %Pass: Target that at least 70% of students having scores greater than 50 out of 100.*

**5. Rubrics: To be announced later**

**6. Date revised: 06/05/2024**

**7. Course coordinator/Lecturer**

- Department of Mathematics
- Email: To be announced

*Ho Chi Minh City, 06/05/2024*

**HEAD OF DEPARTMENT OF MATHEMATICS**

**Prof. Dr. Pham Huu Anh Ngoc**



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**

School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: INTRODUCTION TO MACHINE LEARNING  
IN ECONOMICS**

**Course Code: EFA222IU**

**1. General information**

<i>Course designation</i>	This is an elective course of the data-analytic group of the program. Students will learn the basics of Machine Learning techniques with applications in economics.
<i>Semester(s) in which the course is taught</i>	1
<i>Person responsible for the course</i>	Dr. Nguyen, Ngoc Truong Minh
<i>Language</i>	English
<i>Relation to curriculum</i>	Elective
<i>Teaching methods</i>	Lecture, Lesson, Practical Problems
<i>Workload (incl. contact hours, selfstudy hours)</i>	(Estimated) Total workload: 135 Contact hours: 45 (30 hours of lecture, 15 hours of exercise) Private study including examination preparation, specified in hours <sup>1</sup> : 90
<i>Credit points</i>	3
<i>Required and recommended prerequisites for joining the course</i>	Fundamentals of Programming with Economic Applications (EFA221IU)
<i>Course objectives</i>	This course is designed to introduce students to the fundamentals of machine learning with applications in economics. Specific objectives include understanding and explaining key machine learning algorithms and regression methods, applying appropriate tools to analyze real economic data, and producing results supported by clear visualizations. Students will also learn to compare the strengths and limitations of different models and critically interpret the outputs and structure of their own code.



1	x				x					
2					x					x
3			x							
4	x									
5							x			
6						x			x	

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to ML and ML Platforms	1	Quiz	Lecture	1, 2
2	Introduction to Statistical Learning	1, 2, 3	Quiz	Lecture	1, 2
3	Linear Regression	1, 2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
4	Classification: Logit and Probit Regression Models	1, 2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
5	Resampling Methods Cross-Validation Bootstrap	1, 2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
6	Linear Model Selection and Regularization LASSO and Ridge	1, 2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
7	Tree-based Methods	1, 2, 3	Quiz, Lab, Midterm	Lecture, Discussion, In-class Exercise	1, 2
<b>Midterm</b>					
9	Tree-based Methods (2)	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
10	Tree-based Methods (3)	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
11	Times Series Model	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
12	Times Series Model (2)	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
13	Neural Networks	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
14	Limitations of Machine Learning	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
15	Review	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
<b>Final</b>					

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
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In-class Exercises/Quizzes (30%)	x 80% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 70% Pass	x 60% Pass
Midterm Exam (30%)	x 80% Pass	x 70% Pass	x 70% Pass	x 70% Pass		x 60% Pass
Final Exam (40%)	x 80% Pass	x 70% Pass	x 70% Pass	x 70% Pass		x 60% Pass

*Note:* % Pass – Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical Content (60%)</b>	<b>60</b>		
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>	<b>10</b>		
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>	<b>20</b>		
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	<b>10</b>		
<b>TOTAL SCORE</b>	<b>100</b>		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

*Note:* This rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

Criteria	<b>COMPLETELY FAIL</b> Below 10%	<b>INADEQUATE</b> 10% - 49%	<b>ADEQUATE</b> 50% - 59%	<b>ABOVE AVERAGE</b> 60% - 74%	<b>EXEMPLARY</b> ≥ 75%
<b>Organization and clarification</b>	<i>No evidence of organization and coherence.</i>	<i>Does not organize ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence.</i>	<i>Generally organized logically, with evidence of progression. Occasionally, there may be a lack of focus or ideas may be tangential.</i>	<i>Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.</i>	<i>Response is focused, detailed and non-tangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic.</i>
<b>Originality and usefulness of the analysis</b>	<i>Shows no ability to identify legal issues or a clear inability to gather the facts.</i>	<i>Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.</i>	<i>Shows ability to identify legal issues, gather the facts and develop claims. Argument is addressed well but no links with evidence.</i>	<i>Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained.</i>	<i>Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported.</i>
<b>Use of data/information</b>	<i>Shows no effort to incorporate information from primary and secondary sources.</i>	<i>Shows little information from sources. Poor handling of sources.</i>	<i>Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations.</i>	<i>Draws upon sources to support most points. Some evidence may not support arguments or may appear were inappropriate. Quotations integrated well into paragraphs. Sources cited correctly.</i>	<i>Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly.</i>
<b>Use of frameworks</b>	<i>Shows no effort to structure problems in correspondence to theoretical frameworks.</i>	<i>Shows limited ability to structure problems in correspondence to theoretical frameworks.</i>	<i>Shows effort to link problems with the theoretical frameworks. There are still some mistakes.</i>	<i>Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems.</i>	<i>Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved.</i>

<b>Quality of arguments</b>	<i>Shows no effort to construct logical arguments. Fails to support analysis.</i>	<i>Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.</i>	<i>Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims.</i>	<i>Shows clear, relevant and logical arguments.</i>	<i>Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.</i>
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**6. Date revised:**

	<p><i>Ho Chi Minh City, 6 / June / 2025</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p>Lê Văn Chơn</p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**  
**COURSE NAME: MARKETING ANALYTICS**  
**Course Code: EFA214IU**

**1. General information**

Course designation	This course will provide you with an introduction to marketing analytics. We will study various tools for generating marketing insights from data in such areas as segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis, and text analysis and search analytics.
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Le Van Chon Dr. Hoang Thi Anh Ngoc Dr. Nguyen Ba Trung Dr. Do Hoang Phuong Dr. Le Quoc Thai
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, lesson, presentation, problem sets.
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
Credit points	3

Required and recommended prerequisites for joining the course	Introduction to Microeconomics (BA117IIU)	
Course objectives	The student understands how data about customers and the firms marketing activities can be collected and leveraged to improve marketing productivity and organizational performance. The student understands the statistical and mathematical principles underlying modern marketing analytics tools. The student knows how to apply various techniques in the marketing analytics toolkit in order to harness actionable insights from data concerning the firms customers, products, marketing communications and pricing.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Attitude	CLO1. Understand ethical principles for marketing data analysts
	Knowledge	CLO2. Choose appropriate data sources and analytical tools to design a sophisticated analytical study CLO3. Learn how to apply quantitative techniques to marketing strategic decisions.
Skills	CLO4. Apply appropriate software in developing marketing analytics solutions CLO5. Demonstrate the ability to deliver an effective oral presentation with appropriate visuals	

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Course Introduction Introduction to Marketing Analytics	1	I, T
	Segmentation and targeting	2	I, T
	Positioning	2	I, T
	Customer lifetime value	2	I, T
	Customer choice	2	I, T
	Conjoint analysis	2	I, T
Text analysis and search analytics	2	I, T	
The marketing Mix	2	I, T	
Examination forms	Problem solving questions and group project		
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
Reading list	Required: [1] Lilien, Gary L., Arvind Rangaswamy, and Arnaud de Bruyn (2017), Principles of Marketing Engineering and Analytics, 3 <sup>rd</sup> edition, State College, PA: DecisionPro, Inc..  Suggested: [1] Marketing Analytics: Essential Tools for Data-Driven Decisions by Rajkumar Venkatesan (Author), Paul W. Farris (Author), Ronald T. Wilcox [2] R For Marketing Research and Analytics by Chris Chapman, Elea McDonnell Feit		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10

1										X
2	X									
3	X									
4	X		X	X						
5						X	X			
6						X	X			
7										

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Course Introduction Introduction to Marketing Analytics	1		Lecture, Discussion,	[1]
2-3	Segmentation and targeting	2,3,4, 5	Quiz1	Lecture, Discussion, Lab	[1]
4-5	Positioning	2,3,4, 5		Lecture, Discussion, Lab	[1]
6-7	Customer lifetime value	2,3,4, 5	Quiz2	Lecture, Discussion, Lab	
8	Midterm Examination				
9-10	Customer choice	2,3,4, 5		Lecture, Discussion, Lab	
11-12	Conjoint analysis	2,3,4, 5	Quiz3	Lecture, Discussion, Lab	[1]
13-14	Text analysis and search analytics	2,3,4, 5		Lecture, Group work, Discussion,	[1]
15-16	The marketing Mix	2,3,4		Lecture, Group work, Discussion,	[1]
17	Final exam	1,2,3, 4,5	Report + Presentation		

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
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Attendance/ In-class exercises/quizzes (20%)	x 80%Pass	x 80%Pass	x 80%Pass	x 80%Pass	x 80%Pass
Midterm exam (30%)		x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass
Final exam (50%)	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass	x 70%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics (optional)

### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
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Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>			
	10		
<b>TOTAL SCORE</b>			
	100		

### 5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### *Critical thinking value rubric for evaluating questions in exams:*

	Capstone		Milestone		Benchmark
	4	3	2	1	
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	

Source: Association of American Colleges and Universities

#### *Oral communication value rubric for evaluating presentation tasks:*

	Capstone		Milestone		Benchmark
	4	3	2	1	

<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Source: Association of American Colleges and Universities

## 6. Date revised:

	<p><i>Ho Chi Minh City, 6 / July / 2023</i></p> <p><b><i>Vice Dean of School</i></b></p>  <p><b>Lê Văn Chon</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: INTERNATIONAL FINANCIAL MANAGEMENT**

**Course Code: BA051IU**

**1. General information**

Course designation	<i>This subject will provide the general framework of international finance; a framework that highlights the fundamentals international finance theory (e.g., exchange rate determinants, foreign exchange exposure, foreign exchange markets, interest rate parity). The subject designed to lay the groundwork for students to be an active learner of international finance and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Asso. Prof. Vo Thi Quy (PhD)
Language	English
Relation to curriculum	Elective
Teaching methods	Lecturing, Q&A, Discussion, Group research project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135
Credit points	3
Required and recommended prerequisites for joining the course	Fundamentals of Financial Management (BA016IU)

Course objectives	To master the general framework of international financial management that highlights the fundamentals international finance theories (e.g., Purchasing Power Parity, Interest Rate Parity, International Fisher Effect). The course is designed to lay the groundwork for students to be an active learner and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm, for hedging exchange rate exposures, and speculating exchange fluctuation.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1. Demonstrate an understanding of international financial theories and applications pertaining to, e.g., exchange rate determinants, foreign exchange exposure, foreign direct investment, currency hedging.
	Skill	CLO2. Can apply international financial theories to identify the opportunity of arbitrage, predict exchange movement direction, analyze the impact of exchange movement on international trade and foreign direct investment. CLO3. Can analyze the impact of government intervention on exchange rate movement direction. CLO4. Demonstrate communication, presentation, and written skills and teamworking. Develop critical and analytical skills and the ability to work independently.
Attitude	CLO5. Apply ethical practices in financial information conduct.	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="446 367 1396 1270"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Multinational Financial Management: An Overview</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>International Flow of Funds</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>International Financial Markets</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Exchange Rate Determination</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Currency Derivatives</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Government Influence on Exchange Rates</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>International Arbitrage and Interest Rate Parity</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Relationships among Inflation, Interest Rates, and Exchange Rates</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Measuring Exposure to Exchange Rate Fluctuations</td> <td>2</td> <td>T</td> </tr> <tr> <td>Managing Transaction Exposure</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Managing Economic Exposure and Translation Exposure</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Direct Foreign Investment</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Multinational Capital Budgeting</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Multinational Capital Structure and Cost of Capital</td> <td>1</td> <td>I, T</td> </tr> </tbody> </table>	Topic	Weight	Level	Multinational Financial Management: An Overview	1	I, T	International Flow of Funds	1	T, U	International Financial Markets	1	T, U	Exchange Rate Determination	2	T, U	Currency Derivatives	2	T, U	Government Influence on Exchange Rates	2	T, U	International Arbitrage and Interest Rate Parity	2	T, U	Relationships among Inflation, Interest Rates, and Exchange Rates	2	T, U	Measuring Exposure to Exchange Rate Fluctuations	2	T	Managing Transaction Exposure	1	T, U	Managing Economic Exposure and Translation Exposure	1	T, U	Direct Foreign Investment	1	I, T	Multinational Capital Budgeting	1	I, T	Multinational Capital Structure and Cost of Capital	1	I, T
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Direct Foreign Investment	1	I, T																																												
Multinational Capital Budgeting	1	I, T																																												
Multinational Capital Structure and Cost of Capital	1	I, T																																												
Examination forms	Multiple-choice questions, short-answer questions																																													
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																																													

Reading list	<p>Textbooks:</p> <p>[1] International Financial Management, 14th edition, Jeff Madura (2021) – Cengage Technology Edition (Asia version)</p> <p>[2] International Financial Management, 8th edition. Cheol Eun, Bruce Resnick (2018) - McGraw-Hill Education.</p> <p>Other data sources:</p> <p>[3] Wall Street Journal: <a href="http://www.ws.com">www.ws.com</a></p> <p>[4] Yahoo Finance: <a href="http://finance.yahoo.com">http://finance.yahoo.com</a></p> <p>[5]. Bloomberg Net: <a href="http://www.bloomberg.com">www.bloomberg.com</a></p> <p>[6] Financial Times: <a href="http://www.ft.com">www.ft.com</a></p> <p>[7] IMF: <a href="http://www.imf.org">www.imf.org</a></p> <p>[8] World Bank: <a href="http://www.worldbank.com">www.worldbank.com</a></p> <p>[9]. ADB: <a href="https://www.adb.org">https://www.adb.org</a></p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-5) is shown in the following table:

*PLO1. Demonstrate an understanding of fundamental financial theories, banking management, markets and financial institutions, and domestic and multinational corporate financial management.*

*PLO2. Apply the acquired knowledge to analyze and evaluate the financial health and company risk of domestic and multinational companies, domestic and foreign direct investment projects, and financial investments. merger and acquisition deal.*

*PLO3. Promote creativity and adaptability to the rapidly changing and competitive global financial markets, respect competition and cooperation in work.*

*PLO4. Adhere to professional ethical standards, respect gender equality, adapt to cross cultures, respect differences, the spirit of teamwork, and the laws of the home and host country.*

*PLO5. Provide a clear orientation on career development path, sense of community service and social responsibility of a citizen.*

CLO/PLO	1	2	3	4	5
1	x				
2		x	x		x
3		x	x		x
4		x	x	x	x
5				x	x

### 3. Planned learning activities and teaching methods.

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Multinational Financial Management: An Overview	1		Course Introduction, Forming study group, Introducing research project	[1].[2]
2	International Flow of Funds	1,2	Student attendance, Contribution to class discussion	Lecture, Q&A, HW1 assigned	[1].[2].[8]
3	International Financial Markets	1,2,3	Student attendance HW1	Lecture, HW1 feedback,	[1].[2].[3]
4&5	Exchange Rate Determination	1,2,3	Student attendance, HW2	Lecture, Q&A, HW2 assigned Group work	[1].[2].[5]
6	Currency Derivatives	1,2,3	Student attendance, Contribution to class discussion	Lecture, HW2 feedback	[1].[2].[5].[6]
7	Measuring Exposure to Exchange Rate Fluctuations	1,2,3, 4	Student attendance, Contribution to class discussion	Lecture, Group work,	[1].[2].[6]
8	Managing Transaction Exposure	1,2,3, 4	Student attendance, Contribution to class discussion	Lecture, Group work	[1].[2]
9&10	Midterm				
11	Managing Economic Exposure and Translation Exposure	1,2,3, 4	Student attendance, Contribution to class discussion	Lecture, Group work,	[1].[2]
12	Direct Foreign Investment	1,2,3	Student attendance, Contribution to class discussion	Lecture, Group work	[1].[2] & [3] ... [8]
13	Multinational Capital Budgeting	1,2,3	Student attendance, HW3	Lecture, HW3 assigned	[1].[2]. [3 ... 8]
14	International Capital Structure and the Cost of Capital	1,2,3	Student attendance, HW4	Lecture, HW3 feedback HW4 assigned	[1].[2]. [3 ... 8]
15	Group presentation	3,4,5	Student attendance,	Lecture, HW4 feedback	[1].[2]. [3 ... 8]

			Contribution to class discussion		
16	Group presentation	3,4,5	Presentation, Group project Report	Presentation, Submission of Group project report	
17	Reserve		Presentation, Group project Report	Presentation, Submission of Group project report	
18	Revision				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Homework (10%)	HW1-4, 80% pass	HW1-4, 70% pass	HW1-4, 70% pass	HW1-4, 100% pass
Group Project (20%)	80% pass	70% pass	70% pass	100% pass
Midterm exam (30%)	MCQ1,2,8,16,19,20 – pass 90% EQ1 50% pass	MCQ3-7,9-15,17,19 70%Pass EQ2 70% pass	Q1, Q2 50%Pass	
Final exam (40%)	EQ1,3,4,5 80%Pass	EQ2, 70% pass	EQ1,2,3,4,5	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		

Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: April 17, 2023**

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**

**COURSE NAME: BUSINESS ANALYSIS AND VALUATION**

**Course Code: BA065IU**

**1. General information**

Course designation	<p>Business Analysis and Valuation (BA065IU) is designed to help students interpret financial statements and value firms. The course emphasizes practical applications. Consequently, the majority of the course will be spent analyzing and discussing financial statements in real decision contexts. This is supplemented by lecture and discussion of material from the text and articles from the financial press.</p> <p>Much of the analysis is general, but the course focuses on publicly traded corporations subject to the Security Commission regulations. The first half of the course focuses on developing the four basic steps in the fundamental analysis framework: business analysis, accounting analysis, financial analysis, and prospective analysis. These tools are then used to conduct comprehensive business analyses of firms from a variety of different perspectives, such as equity security valuation, and M&amp;A analysis ...</p>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Dr. Nguyen Canh Tien
Language	English
Relation to curriculum	Elective
Teaching methods	Lecture, Q&A, Group Discussion, Group Research Project
Workload (incl. contact hours, self-study hours)	Total workload: 135
Credit points	3

Required and recommended prerequisites for joining the course	Financial Accounting (BA184IU) and Fundamental of Financial Management (BA016IU)	
Course objectives	Business Analysis and Valuation (BA065IU) is a capstone course that brings together areas of financial accounting, finance and strategic management. Because of the interdisciplinary nature of the course, this course aims to synthesize and apply what you learnt in previous course, to further develop the graduate attributes, and to prepare for the professional career. This course is a very useful preparatory course for the CPA and CFA programs. Also due to the applied nature of the course, it is helpful to those contemplating careers in investment banking (particularly in equity research), securities analysis, credit analysis, business consulting, public accounting, and corporate management.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	<p>CLO1&amp;CLO2. Understand the financial statements and the reporting strategy of companies; be familiar with a framework for making business decisions using financial statement data information; be familiar with valuation methods and identify strengths and weaknesses of each method;</p> <p>CLO2&amp;CLO3. Can apply the analysis framework to estimate publicly-traded common stock values, using financial statement data as primary data source</p>
	Skill	<p>CLO2 &amp; CLO3. Can analyze and evaluate existing market prices and estimate forecasts implied by those prices; Can evaluate and discuss the sensitivity of estimated stock values to various assumptions</p> <p>CLO4. Provide professional business presentation (both oral and written)</p> <p>CLO4. Conduct applied business research (including locating and critically interpreting and evaluating firm-specific financial information)</p>
Attitude	<p>CLO5. Can learn independently and assume responsibility for the learning process</p> <p>CLO5. Can learn within teams (such skills as task assignment and management, conflict resolution and co-operation, consensus building, and leadership)</p>	

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="443 369 1398 930"> <thead> <tr> <th>Topic</th> <th>Weight</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Framework for Business Analysis &amp; Valuation</td> <td>1</td> <td>I, T</td> </tr> <tr> <td>Business Strategy Analysis</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Accounting Analysis</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Financial Ratio Analysis and Market Tests</td> <td>3</td> <td>T, U</td> </tr> <tr> <td>Prospective Analysis: Introduction to Valuation Methods</td> <td>2</td> <td>T, U</td> </tr> <tr> <td>Prospective Analysis: Forecasting of Free Cash Flows</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Equity Security Valuation</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>M&amp;A Valuation</td> <td>1</td> <td>T, U</td> </tr> <tr> <td>Workshop and Group Presentation</td> <td>2</td> <td>U</td> </tr> </tbody> </table>	Topic	Weight	Level	Framework for Business Analysis & Valuation	1	I, T	Business Strategy Analysis	2	T, U	Accounting Analysis	2	T, U	Financial Ratio Analysis and Market Tests	3	T, U	Prospective Analysis: Introduction to Valuation Methods	2	T, U	Prospective Analysis: Forecasting of Free Cash Flows	1	T, U	Equity Security Valuation	1	T, U	M&A Valuation	1	T, U	Workshop and Group Presentation	2	U
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Examination forms	MCQ, short-answer and long-answer questions																														
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																														
Reading list	<p>Textbooks:</p> <p>[1] Palepu, K. G., Healy P. M. &amp; Bernard V. L. Business Analysis and Valuation: Using Financial Statement, Cincinnati, Ohio: South-Western Publishing Co. (any recent edition)</p> <p>[2] Pinto, J.E., Henry, E., Robinson, T.R. &amp; Stowe, J.D. Equity Asset Valuation, Wiley Finance (any recent edition)</p> <p>[3] Damodaran, A. Damodaran on Valuation.</p> <p>Other websites:</p> <p><a href="https://www.wallstreetprep.com/knowledge/sample-equity-research-report/">https://www.wallstreetprep.com/knowledge/sample-equity-research-report/</a></p> <p><a href="https://www.cfainstitute.org/en/societies/challenge/past-champions">https://www.cfainstitute.org/en/societies/challenge/past-champions</a></p> <p><a href="http://www.cfasociety.org/france/Global%20IRC%20Documents/IRC%202012/Rapport%20Challenge%20IRC%202012%20-%20ESSEC.pdf">http://www.cfasociety.org/france/Global%20IRC%20Documents/IRC%202012/Rapport%20Challenge%20IRC%202012%20-%20ESSEC.pdf</a></p>																														

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-6) is shown in the following table:

PLOs					
CLO	1	2	3	4	5
1	x	x			
2	x	x	x		x
3		x	x	x	x
4				x	x
5				x	x

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Framework for Business Analysis & Valuation	1		Course Introduction, Forming study group, Introducing research project	[1].[2].[3]
2&3	Business Strategy Analysis	1,2	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1]
4&5	Accounting Analysis	2,3,4	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2]
6,7&8	Financial Ratio Analysis and Market Tests	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2]
9&10	Midterm				
11	Prospective Analysis: Introduction to Valuation Methods	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2].[3]
12&13	Prospective Analysis: Forecasting of Free Cash Flows	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2].[3]
14	Equity Security Valuation	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2].[3]

15	M&A Valuation	1,2,3	Student attendance, Contribution to class discussion	Lecture, Q&A, Discussion	[1].[2].[3]
16, 17	Workshop and Presentation	1,2,3	Presentation, Group project Report	Presentation, Submission of Group project report	
18	Final Exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Group Project and Group Presentation (40%)	80% pass	80% pass	70% pass	90% pass	100% pass
Midterm exam (30%)	MCQ: pass 90% EQ1: 50% pass	MCQ: Pass 90% EQ2 50% pass	MCQ: Pass 90% EQ1: 50% pass		
Final exam (40%)		EQ1: 80%Pass EQ2: 60% pass	EQ2:50% pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Quality of Layout, tables, and graphics (10%)</b>			
<b>Presentation (20%)</b>			
Organization	4		

Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
<b>TOTAL SCORE</b>	100		

## 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

## 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

### Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**6. Date revised: October 25, 2022**

	<p><i>Ho Chi Minh City, 10 / June / 2025</i></p> <p><b><i>Dean of School</i></b></p>  <p><b>Trịnh Quốc Đạt</b></p>
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**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Economics, Finance, and Accounting

**COURSE SYLLABUS**  
**COURSE NAME: THESIS**  
**Course Code: EFA456IU**

**1. General information**

Course designation	<i>A Bachelor's thesis is a piece of work that scientifically investigates a topic in a student's major. It is a further development of the Research Methods course in which the student is expected to outline a proposal to deal with a specific question.</i>
Semester(s) in which the course is taught	1, 2
Person responsible for the course	
Language	English
Relation to curriculum	Compulsory
Teaching methods	A student's autonomous work under an advisor's supervision
Workload (incl. contact hours, self-study hours)	Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 8 Private study specified in hours <sup>1</sup> : 400
Credit points	12

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Research Methods in Economics (EFA209IU), Internship (EFA369IU)								
Course objectives	Doing a thesis is to help a student combine what he/she has learned so far in previous courses to examine a scientific question. A student is expected to start a thesis with the motivation which arouses the reader's interest, followed by a clearly described research question, then different lines of argument in the literature review, data and analytic methodologies to provide evidence shedding light on the question. Continuous independent research, reading, and writing skills acquired during this task should be the foundation for life-long learning in the future.								
Course learning outcomes	<p>Upon the successful completion of the thesis a student will be able to:</p> <table border="1" data-bbox="443 737 1408 1257"> <thead> <tr> <th data-bbox="443 737 691 779">Competency level</th> <th data-bbox="691 737 1408 779">Course learning outcome (CLO)</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 779 691 821">Attitude</td> <td data-bbox="691 779 1408 821">CLO1. Express clear-cut arguments on a specific question</td> </tr> <tr> <td data-bbox="443 821 691 1020">Knowledge</td> <td data-bbox="691 821 1408 1020">CLO2. Demonstrate good knowledge of contemporary theoretical background relevant to the topic in the consideration CLO3. Decide on the appropriate methodology (techniques, methods, models, etc.) to address the topic</td> </tr> <tr> <td data-bbox="443 1020 691 1257">Skills</td> <td data-bbox="691 1020 1408 1257">CLO4. Provide a systematic and critical review of relevant theoretical and empirical studies CLO5: Collect and analyze data properly that produce valid insights into the question CLO6. Present (estimation) results in such a way that is understandable to wide audience.</td> </tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Attitude	CLO1. Express clear-cut arguments on a specific question	Knowledge	CLO2. Demonstrate good knowledge of contemporary theoretical background relevant to the topic in the consideration CLO3. Decide on the appropriate methodology (techniques, methods, models, etc.) to address the topic	Skills	CLO4. Provide a systematic and critical review of relevant theoretical and empirical studies CLO5: Collect and analyze data properly that produce valid insights into the question CLO6. Present (estimation) results in such a way that is understandable to wide audience.
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Overall structure of the thesis	<p><b>The abstract</b> briefly presents the scientific question, the methods, important results and implications. It should not contain formulas or references.</p> <p><b>The Introduction</b> gives research background from which arises a research question. The question should be as specific as possible. It also mentions scope of study and structure of the thesis.</p> <p><b>The ongoing chapters</b> show literature review, the used data and methods, and estimation results.</p> <p><b>The concluding chapter</b> presents the essential results, implications, and future possible treatments of the scientific question.</p>								

Attention	<ol style="list-style-type: none"> <li>1. Grammar and spelling should be checked.</li> <li>2. A thesis is like a writing essay that a student used to do in his/her secondary school. It should include well-organized and coherent sections and paragraphs with <b>complete sentences</b>.</li> <li>3. The thesis is written in English, not Vietlish. A student should learn to use English language structure, and avoid word-by-word translation from Vietnamese.</li> <li>4. Almost 95 percent of a thesis inherits from mankind's knowledge. Make sure to provide complete citations in the main text and references.</li> </ol>
Requirements and bonus scores	<p><i>Disciplinary Requirements:</i></p> <ol style="list-style-type: none"> <li>1. Students must meet with their advisor at least four (4) times to discuss their theses. Both the student and the advisor should sign four meeting minutes.</li> <li>2. A thesis must comply with the International University's format guidelines.</li> <li>3. An empirical thesis must include a soft copy of a clean data set and command lines for data analysis.</li> <li>4. The length of the main text (excluding cover pages, the table of contents, the bibliography, and the appendices) must be at least ten thousand (10,000) words.</li> <li>4. Before submission for public defense, students must check their theses for plagiarism and AI-generated text using Turnitin at most (3) times. Both Turnitin's similarity index and Turnitin's AI index must not exceed 20% on the main text. Each source of similarity must not be greater than 2%. Failure to meet these criteria is considered ineligible for public defense.</li> </ol> <p><i>Main requirements:</i></p> <ol style="list-style-type: none"> <li>5. Students are required to replicate a credible prior research</li> <li>6. The research rationale and justifications for the research questions must be clearly stated.</li> <li>7. The thesis must comprehensively and systematically present relevant theories and empirical studies related to the research topic. This serves as the foundation for proposing the quantitative research model.</li> <li>8. Students must thoroughly describe the data sample using both graphical and numerical statistics before presenting the model results. This step is essential, as the skills and knowledge gained will directly apply to future professional work.</li> <li>9. After presenting the model results, students must discuss and compare them with the theories and empirical studies outlined in Chapter 2 and/or with previous IU theses on the same research topic.</li> </ol> <p><i>Bonus scores:</i></p> <p>Bonus scores are given to a thesis elaborated into a paper accepted for presentation at a conference or publication in a journal. However, a bachelor's thesis is generally not expected to contribute to more than one paper.</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

CLO	PLO			
	1	2	3	4
1			x	x
2	x			
3	x			
4		x		
5		x		
6			x	

### 3. Assessment

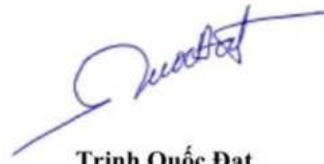
Criteria	Grade	Descriptive Anchors
Introduction/ Research Question	10	Includes clear description of the issue, identifies gaps in scientific knowledge and/or provides strong justification for the current research study. Clarifies study questions and, when relevant, provides clear defensible hypotheses.
	5	Research questions clearly articulated and sufficient background information included.
	1	Lacks a focused research question and importance is not justified. Topic outside of skill set or knowledge.
Literature Review	20	Identifies most key relevant, recent research and literature and accurately summarizes and integrates the information. Shows substantial critical views and insights about the concepts and discusses the relationships of things to the research problems.
	15	Shows recent articles related to the context and summarizes the development of the concepts.
	10	Cites major works and places them in the research context.
	5	Cites few works, outdated and not relevant to the research context.
	1	Fails to cite or assimilate previous works.
Methodology	15	Demonstrates deep understanding and proper use of methodology, identifies relevant strengths and weaknesses of methods used. Illustrates how to choose an appropriate data collection.
	12	Demonstrates clear understanding and proper use of methodology, gives good explanations for methods and sampling size and techniques.
	8	Demonstrates proficient knowledge of methodology and gives justification for selection of methods.
	4	The methodology is appropriate but fail to demonstrate the understanding and cannot give justification.
	1	The methodology is not appropriate for study and understanding is not demonstrated.
Analysis/ Presentation of Results	20	Results clearly summarized & interpreted in light of proposed research questions and existing literature. Includes alternative explanations and instructional tables and graphs, all well explained and discussed.
	16	Results clearly summarized, discussion of results focused and tied to research questions. Instructional tables and graphs included with good explanations and discussions

	10	Result is summarized, with discussion related to research question. Instructional tables and graphs included with explanations and discussions.
	4	Result and discussion included but not well explained and is not closely tied to research questions. Tables and graphs included with poor explanation and discussion.
	1	Presentation lacks focus, tables are unorganized, and results produce no insight into proposed questions.
Discussion and Implications	20	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Sophisticated discussion of implications of findings for outreach, theory, and research.
	15	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Good discussions of implications of findings for outreach, theory, and research.
	10	Discussions of results have focused and connected to research questions. Implications for future research discussed.
	5	Discussions of result have not fully focused and connected to research questions. Suggestion for future research is mentioned but not well stated.
	1	The new knowledge gained from the study and implications of the study are poorly discussed or irrelevant
Originality – Scientific Thinking	5	Show great efforts, innovative and imaginative in its dealings with the literature review, methodology, and/ or interpretation of the data. The Structure and flows of thesis are convincing and fascinating to pursue.
	3	Shows substantial personal engagement in the research, high level of understanding of the issues at stake
	1	Fails to show substantial efforts to obtain literature, use data and other necessary material and solve research related problems.
Thesis structure and format	10	Format clearly – Well quotes – plagiarism 0 – 5%)
	7	Format clearly - Well quotes – plagiarism (5 – 10%)
	4	Format clearly – good quotes – plagiarism (10 – 15%)
	1	Poor format – not well quotes - high plagiarism (15 - 20%)
Bonus scores	10	“Acceptance letter” from an academic journal belong to the ISI/Scopus list or “Acceptance letter” for printing a Book Chapter from a Publisher
	5	“Acceptance letter” from an academic journal belong to the announcement list recognized by the State Council for Professor Title of Vietnam (non-ISI or nonScopus journal) or ISSN paper.
	3	“Acceptance letter” from the conference proceeding

#### 4. Date revised: March 6, 2025

*Ho Chi Minh City, 10 / June / 2025*

**Dean of School**



**Trịnh Quốc Đạt**