Course Syllabus CMM 351
EUROPEAN COMMUNICATION POLICIES

Number of ECTS Credits: 6

Contact Details for Professor
E-mail: Trisha Meyer, trisha.meyer@vub.be
Office hours: Monday afternoon, 13:00-16:00 (or please feel free to email to schedule an appointment at another time)

Course Description
Provides students with a comprehensive understanding of communication policies in Europe. The course studies consistency and change in the telecommunications and media sectors from the post-war period until now. It examines the extent to which there are distinct European media systems in different regions. Furthermore, the course provides students with knowledge of how and why communication policies develop at the level of the European Union. The roles of the European Commission, Council and Parliament, as well as the nature of policy issues involved will be studied. A lecture series with policy professionals is organized to gain unique and in-depth insight into the way in which communication-related organizations influence European Union policy-making.

Course Prerequisites
HUM201P + CMM101P or BUS101P or POL101P

Learning Objectives
Major Learning Objectives
By the end of the semester, this course will contribute to

• Be able to analyze the media governance structures of different media landscapes and triangulate the legal, market and civil society aspects of communication policies.

• Promote the understanding and critical reflection of occupational, regulatory, ethical, technological, political, economic, and cultural factors in communication and different media industries, and be able to assess their impact.

• Gain insight into the functioning and be able to critically analyze data and communication processes of media companies, as well as governments, business firms and other organizations and assist problem solving.
• Know and be able to apply the main social science research methods in the design and execution of communication projects, independently or in a team.

• Be prepared to pursue a Master’s degree in all the different fields of Communication Studies (get stimulated to lifelong learning) and/or attain a high-level occupation in a relevant field.

Course Learning Objectives
By the end of the semester, this course will equip students to

Acquired Knowledge

• *Have a comprehensive understanding of media policies in the European Union*
  
  This course studies the characteristics of the telecommunications and media sectors and the changes they have undergone since the post-war period. Students also learn to differentiate and evaluate the various media systems in Europe.
  
  This course analyzes the functioning of key European Union institutions, the history and nature of communications policies and current policy issues on the political agenda. In addition, through expert lectures, students gain insight into the positions and strategies of Brussels-based communication organizations on European Union policy-making.

Applying Knowledge & Judgment (Skills)

• *Develop the ability to reflect and react to the communications field*
  
  As a required 300-level course, students will need to show that they are becoming thoroughly familiar with the highly specialized jargon of the communications field.
  
  Through the expert lectures, this course offers students the opportunity to engage with practitioners in the media field.

• *Draft a 4500-word research paper on a topic developed by the student in consultation with the instructor, and using extensive primary/secondary material of a varied kind*
  
  The paper to be handed in requires high-quality research. The research paper should demonstrate that students know how to make use of the relevant information they have found and the paper must prove that a significant number and variety of sources have been consulted.
  
  This course provides students with research background and rigor that will prove indispensable for writing their final project. It is expected that students show solid academic writing, in terms of content, structure and style.

Attitudes

• *Be eager to apply life-long learning skills*
  
  The ability to understand and appreciate theories in their social and political context will be tested. Students are expected to explore issues in-depth using their critical skills and qualify (even challenge) some of the accepted assumptions.
Course Schedule

This section provides an overview of the topics and readings to be discussed on a weekly basis. It also includes suggested readings to aid students in deepening their knowledge and refining their analysis on European communication policies. Reading questions will be provided to students in advance on a weekly basis throughout the semester to help with preparations.

Week 1 – Introduction (28 August)

Main Readings


Suggested Readings


Week 2 – Past (4 September)

Main Readings


**Suggested Readings**


*Part of class will include further explanation on the research proposal and paper, due in weeks 6 and 12.*

**Week 3 – Present (11 September)**

**Main Readings**


**In addition, please browse**

- *European Commission Digital Agenda for Europe:*

- *EPRS Fact Sheet on Ubiquitous Digital Single Market:*

**Suggested Readings**


**Week 4 – Conflicting Interests and Ideas? (18 September)**

**Main Readings**


Suggested Readings

The DEADLINE for choosing your research topic is Monday in week 4, 18 September, 23:59. Please discuss your topic with the course instructor in person or via email.

Week 5 – Media Systems in Europe (25 September)

Main Readings

In addition, please browse European Journalism Centre: http://ejc.net
Suggested Readings

Part of class will be dedicated to a media systems comparison exercise.

Week 6 – European Union Institutions and Decision-Making (2 October)
Main Readings

Suggested Readings

The DEADLINE for your research proposal is Monday in week 6: 2 October, 23:59. Please upload your submission to Turnitin.
Week 7 – Mid-Term Exam (9 October)

No Readings

Week 8 – Audiovisual Media Services (16 October)

Main Readings


In addition, please browse

Suggested Readings


Part of class in week 8 will include feedback on the research proposal and the mid-term exam.

Week 9 – Telecommunications (23 October)

Main Readings

*In addition, please browse European Commission Telecom Laws*  

**Suggested Readings**


**Part of class in week 9 will be an expert lecture.**

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**Fall Break – No Class (30 October – 3 November)**

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**Week 10 – Copyright (6 November)**

**Main Readings**


*In addition, please browse*

- **EPRS Legislation in Progress:**  
- **Copyright 4 Creativity:** [http://copyright4creativity.eu](http://copyright4creativity.eu)
- **Creativity Works:** [http://creativityworks.eu](http://creativityworks.eu)

**Suggested Readings**

Part of class in week 10 will be dedicated to a copyright simulation exercise.

Week 11 – Competition (13 November)

Main Readings


In addition, please browse


Suggested Readings


Part of class in week 11 will be an expert lecture.

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Week 12 – VUB Verhaegen Day – No Class (20 November)

The DEADLINE for the research paper is Tuesday in week 12: 21 November, 23:59. Please upload your submission to Turnitin.

Week 13 – International Dimensions (27 November)

Main Readings


Suggested Readings


Part of class in week 13 will be an expert lecture.

Week 14 – Final Review (4 December)

No readings

Part of class will include a review for the final exam. Feedback on the research paper will also be provided.

Week 15 – Final Exam (11-15 December)

No readings

Course Materials

The course material consists of powerpoint presentations, lecture notes and ‘main readings’. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section above.

The syllabus, powerpoint presentations, ‘main readings’ and important messages will be uploaded to the Vesalius portal ‘Pointcarré’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

Textbook, select readings from:

Active Learning

Learning should be an active experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required articles are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of European communication policies, beyond suggested readings. Active learning will turn out to be enriching to the overall course and class discussions.

Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Find below a (concise!) list of suggestions.

Additional sources:
- European Journalism Centre Media Landscapes: http://ejc.net/media_landscapes
- London School of Economics Media Policy Project: http://blogs.lse.ac.uk/mediapolicyproject/
• Nordicom (Nordic Information Center for Media and Communication Research, includes European media): http://www.nordicom.gu.se/en
• Internet & Jurisdiction Project: http://www.internetjurisdiction.net
• Copyright 1709 Blog: http://the1709blog.blogspot.com
• Music Law Updates: http://www.musiclawupdates.com
• EDRI-GRAM (European Digital Rights, civil society Newsletter on European digital policies): http://edri.org/newsletters/
• Council of Europe IRIS Legal Observations of the European Audiovisual Observatory: http://merlin.obs.coe.int/newsletter.php
• EurActiv Digital: http://www.euractiv.com/sections/digital
• EurActiv Innovation & Enterprise: http://www.euractiv.com/sections/innovation-enterprise
• European Commission Digital Agenda for Europe Website: https://ec.europa.eu/digital-agenda/en
• European Parliament Research Service Blog Briefings: https://epthinktank.eu/tag/eprs-briefings/

Course Assessment
The students will be evaluated on the basis of their performance as follows:

- Reading assignments 20%
- Research proposal 10%
- Research paper 30%
- Mid-term exam 20%
- Final exam 20%
- TOTAL 100%

Grading Scale of Vesalius College
Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
</tbody>
</table>
C-  11.5-12.2  58-61
D+  10.7-11.4  54-57
D   10.0-10.6  50-53
F   0-9.9      0-49

Description of Activities and Grading Criteria

Reading Assignments (20%)

Attendance and active participation are vital to the student’s progress. It is highly recommended to prepare for class using the course readings in order to be able to follow classes and pose questions. Weekly reading questions will be distributed during class to help in your preparations. Course readings will be discussed in class on a regular basis and several (marked) reading assignments will take place. These assignments will vary in nature, from an in-class quiz to a take-home policy overview. Students who are absent are responsible for finding out what was covered in class.

Research Proposal (10%) and Research Paper (30%)

Students should write a research paper analyzing (part of) a European communication policy of their choice. It is of utmost importance that you allocate time throughout the semester to work on the paper. Note in particular that this research paper includes primary research. As a first step, I advise you to consult the textbook in order to identify topics of interest. In a second stage, exploration of academic (and popular) literature will help in defining the research puzzle/problem and formulating the research question.

You are requested to consult the course instructor and get my approval on your selected research topic by Monday in week 4: 18 September, 23:59. In addition, you need to submit a research proposal for your research paper on Monday in week 6: 2 October, 23:59. Please submit your research proposal on Turnitin. The research proposal is the first step towards the final paper. It should include:

<table>
<thead>
<tr>
<th>A clear research question</th>
<th>Should be as clear and simple as reasonably possible. The research question may be a mere empirical or factual question, it may be theoretically inspired, above all it should be clear and straightforward. Often research questions change throughout the research in the light of new additional empirical/theoretical information. Irrespective of eventual changes your initial research question should be as clear as possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A paper outline</td>
<td>Provides an indication of how you are going investigate the research question. Explain how you will research the topic at hand: this entails an identification of the selected case study (an event, a policy measure, a policy domain, etc.), sources, theoretical approach/concepts and methodological approach in the analysis.</td>
</tr>
<tr>
<td>A tentative layout</td>
<td>Provides an indication of the structure and headings likely to appear in the final paper. Be sure to annotate (provide details) on what each section will likely contain. See below for more explanation on the sections that should appear in your concept paper.</td>
</tr>
</tbody>
</table>
The research proposal should be a minimum of 1000 words, excluding the cover page and the bibliography, and listing a minimum of 5 different peer reviewed academic sources.

Your research paper is due on **Tuesday in week 12: 21 November, 23:59**. Please submit your research paper on Turnitin. Extensions will not be granted except for attested emergency situations. Having a computer problem, attending to a wedding or doing an internship are not considered emergency situations. Students are responsible to start well in advance and have backups of their work. This policy will be strictly enforced.

Your research paper must be structured in 5 sections, distinguishable by clear headings and subtitles (see the table below for more details). Make sure that each section is coherent and that the argument draws on and follows the selected subtitle. The paper should be structured as follows:

<table>
<thead>
<tr>
<th><strong>Preliminary bibliography</strong></th>
<th>Lists 5-7 different peer reviewed academic sources directly related to the research question or research topic. See below for more explanation on sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>Minimum 1000 words</td>
</tr>
</tbody>
</table>

| **Introduction** | Includes a brief explanation of the choice of topic, the context of topic within the academic debate, the gaps in the literature that the paper is addressing / filling, a clear and concise research question / research statement, and an outline of the structure of the paper and its main argument. |
| **Literature Review** | Identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student’s own topic in the wider academic context. The literature review compares, contrasts and synthesizes the main authors and arguments. It also evaluates the strengths and weaknesses of the literature, and identifies the gaps that the student’s paper addresses. Based on the literature review, the student chooses a clear theoretical/conceptual framework to be applied in the analysis section of the paper. |
| **Methods** | Presents the methodology applied in the research; the rationale for case selection; the data analyzed. This section should address the following questions: why was a particular methodology selected? What units of analysis does it include and how does it link back to the theoretical framework? What are the strengths and weaknesses of the chosen methods? |
| **Analysis / Discussion, Including Primary Research** | Analyses the selected media case study through your selected theoretical and methodological lens. The student provides an extensive analysis and arguments of the chosen topic supported by facts, empirical examples and primary data. The student uses and synthesizes sources and references to support key arguments directly addressing the research question. The analysis section of the paper applies the conceptual and theoretical framework to the case study. Based on the analysis, the student provides a critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of |
core assumptions and arguments of other authors in non-prejudicial and open-minded manner.

**Conclusions**

State the result of the analysis and the main answer to the research question in a clear and succinct manner. This section also provides a critical, open-minded and non-defensive evaluation the validity of the student’s own arguments and results to explore further avenues of research.

**Bibliography**

Should include clear documentation of sources using Harvard style. Your paper should include 10-15 peer reviewed academic references and list primary and secondary sources separately.

**Length**

4500 words

The research paper should be around 4500 words, excluding the cover page and the bibliography, and using a minimum of 10 different peer reviewed academic sources.

**Grading Criteria**

The following criteria will be applied in assessing your research paper and proposal:

- A well-framed research question that is linked to the literature review;
- Evidence of understanding of the concepts, ideas and theories linked to the research question;
- Provision of a clearly focused topic, a logical and well-organized analysis;
- Grammatically correct text; and
- Clear documentation of your sources.

**System of Bibliographic Referencing**

There are many systems for the citation of references. For this course, I expect you to use the Harvard style of referencing name and date system.

In the Harvard system, the author’s surname, year of publication and, for direct quotes, page number are cited in the text of your work. Full details of the books/articles are included in a bibliography at the end of the assignment.

Student can find a detailed Harvard Guide at the following website: [http://libweb.anglia.ac.uk/referencing/referencing.htm](http://libweb.anglia.ac.uk/referencing/referencing.htm). Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: [http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf).

**Harvard Style of Referencing: Examples**

*In-text Citation*

Both unities of discourses and objects are formed “by means of a group controlled decisions” (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011:9).
Reference List

How to quote books:

How to quote chapters in edited books:

How to quote articles:

How to quote electronic sources:

A Word on Academic Literature
Examples of academic literature are articles in scientific journals, chapters in scientific monographs, papers prepared for conferences and final reports prepared for research projects. Journal articles and book chapters are of higher standing, as they have generally been subjected to a review process. Policy briefs and blog posts (although researchers might have written them) do not constitute academic literature. Moreover, sometimes the difference between a final research report (found online) and a policy document of an institution (e.g. European Commission) is not evident. Consult the course instructor if you are unsure whether a particular document fits the ‘academic’ label or not (and/or make sure you have consulted enough journal articles/books).

A Word on Policy Documents
Any communication, however formal or informal, emanating from an institution that legislates or coordinates policy, can be considered a policy document. Examples of policy documents are international conventions, treaties and agreements, EU treaties, regulations, directives, court rulings, green papers, white papers, communications, internal working documents, press releases, and so much more. If you are analysing policy documents as part of your primary research, be sure to touch base with your supervisor on how to select the most relevant documents to answer your research question(s).

Mid-Term and Final Exams (40%)
The mid-term and final will be in-class exams. The mid-term exam (20%) will be held in the middle of the semester (week 7). The mid-term exam pertains to all course material covered in weeks 1 through 6. The final exam (20%) will be held at the end of the course (week 15). The final exam pertains to all course material covered in weeks 8 through 14. The course material consists of powerpoint presentations, lecture notes and course readings from the textbook and select other chapters and articles.
Structure of the Exams

The exams will consist of:

- 3 long open answers (half to one page each, 60% of the final grade)
- 1 essay (two and a half to three pages, 40% of the final grade).

Grading Criteria

The following criteria will be applied in assessing exam responses:

- Capacity to grasp and convey factual, conceptual and theoretical knowledge;
- Capacity to synthesize and apply concepts and theory to concrete cases; and
- Capacity to develop a systematic argument based on theory and practice.

Further Description of Assessment Activities

Grading Form for Research Proposals

Research question: is as clear and simple as reasonably possible, links to theory and/or analysis (2 points)

Paper outline: provides an indication of how the student is going to investigate the research question. This entails an identification of the selected case study, sources, theoretical approach/concepts and methodological approach in the analysis (2 points)

Tentative layout:

- Introduction: includes a brief explanation of the choice of topic, the context of topic within the academic debate, the gaps in the literature that the paper is addressing / filling, a clear and concise research question / research statement, and an outline of the structure of the paper and its main argument (1 point)
- Theoretical framework: identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student's own topic in the wider academic context. The literature review compares, contrasts and synthesizes the main authors and arguments. It also evaluates the strengths and weaknesses of the literature, and identifies the gaps that the student's paper addresses. Based on the literature review, the student chooses a clear theoretical/conceptual framework to be applied in the analysis section of the paper (1 point)
- Methodology: presents the methodology applied in the research; the rationale for case selection; the data analyzed. This section should address the following questions: why a particular methodology was selected? What units of analysis does it include and how does it link back to the theoretical framework? What are the strengths and weaknesses of the chosen methods? (1 point)
- Concluding remarks: state the result of the analysis and the main answer to the research question in a clear and succinct manner. This section also provides a critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research (1 point)
Preliminary bibliography: relates to the research question or research topic, contains a minimum of 5 different peer reviewed academic sources, uses Harvard style of referencing for in-text citation and bibliography (2 points)
Total out of 10 points

Grading Form for Research Papers

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Research Question / Statement / Puzzle</strong> (8 points)</td>
<td>Explain choice of topic and why it is academically relevant</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Context of topic within the academic debate / identifying briefly the gaps in the literature that this paper is addressing/filling</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Clear and concise research question / research statement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Outline of structure of the paper and main argument</td>
<td>2</td>
</tr>
<tr>
<td><strong>Literature Review</strong> (12 points)</td>
<td>The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student’s own topic in the wider academic context</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>It compares, contrasts and synthesizes the main authors and arguments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>It evaluates strengths and weaknesses of the literature and identifies the gaps the student's paper addresses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Based on the literature review, the student chooses a clear theoretical/conceptual framework to be applied in the analysis part of the paper</td>
<td>3</td>
</tr>
<tr>
<td><strong>Methods</strong> (8 points)</td>
<td>The student chooses, explains and justifies an appropriate method to tackle the research question</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The student demonstrates the ability to select and present suitable data for the analysis</td>
<td>4</td>
</tr>
<tr>
<td><strong>Analysis / Discussion</strong> (32 points)</td>
<td>Extensive analysis and arguments supported by facts, empirical examples and up-to-date data</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Wide use and synthesis of sources and references to support key arguments directly addressing the research question</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Application of conceptual and theoretical frameworks</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of core assumptions and arguments of other authors in non-prejudicial and open-minded manner</td>
<td>8</td>
</tr>
<tr>
<td><strong>Structure</strong> (10 points)</td>
<td>The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A coherent line of argumentation, linking theories and empirical examples back to answering the main research question.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Originality of Thought</strong> (10 points)</td>
<td>The paper highlights a level of deep reflection about the topic, leading to arguments and ideas that go “beyond the obvious”.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Formal Aspects</strong> (10 points)</td>
<td>Correct use of language (spelling, grammar, expression)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Correct citation and bibliography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Appropriate number of sources</td>
<td>4</td>
</tr>
<tr>
<td>Criterion</td>
<td>Description</td>
<td>Points</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td><strong>Conclusions (10 points)</strong></td>
<td>Stating in clear and succinct manner the result of the analysis and main answer to the research question</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Critical, open-minded and non-defensive evaluation the validity of the student’s own arguments and results to explore further avenues of research</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total out of 100 points**

**Grading Form for Exams: Long Answers**

<table>
<thead>
<tr>
<th></th>
<th>100-81</th>
<th>69-80</th>
<th>58-68</th>
<th>50-57</th>
<th>0-49</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>The author pertinently and succinctly addresses the question</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
<td>The answer meets the basic requirements for this assignment. Some imprecision</td>
<td>Major flaws, imprecisions</td>
<td>The answer sheet is left in blank or the answer fails dramatically to address the question.</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>Some minor omissions or imprecisions</td>
<td>The answer sufficiently addresses the question</td>
<td>The answer is incomplete and fails to address the question.</td>
<td>The answer is left in blank or fails dramatically to address the question.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Reading</strong></td>
<td>Excellent reference to and application of major course material</td>
<td>Good reference to and application of major course material</td>
<td>Average reference to and application of major course material</td>
<td>Little reference to and application of major course material</td>
<td>The answer lacks any reference to any course material</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>The answer demonstrates an excellent level of critical thinking and an original application of independent thought</td>
<td>The answer highlights a good level of critical thinking and independency of thought</td>
<td>The answer shows some evidence of critical thinking and independent thought</td>
<td>The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking</td>
<td>The answer lacks any critical reflection and independent thought</td>
</tr>
</tbody>
</table>

**Total out of 100 points**
<table>
<thead>
<tr>
<th></th>
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<td>Major flaws, imprecisions</td>
<td>The answer sheet is left in blank or the answer fails dramatically to address the question.</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail</td>
<td>Some minor omissions or imprecisions</td>
<td>The answer sufficiently addresses the question</td>
<td>The answer is incomplete and fails to address the question</td>
<td>The answer is left in blank or fails dramatically to address the question.</td>
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<td>Average reference to and application of major course material</td>
<td>Little reference to and application of major course material</td>
<td>The answer lacks any reference to any course material</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>The answer demonstrates an excellent level of critical thinking and an original application of independent thought</td>
<td>The answer highlights a good level of critical thinking and independenc e of thought</td>
<td>The answer shows some evidence of critical thinking and independen t thought</td>
<td>The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking</td>
<td>The answer lacks any critical reflection and independent thought</td>
</tr>
<tr>
<td><strong>Structure of the Answer</strong></td>
<td>The essay is well structured, with a clear introduction, detailed main body with a logical flow of arguments and strong conclusion</td>
<td>The answer has a good structure with an introduction, main body good flow and conclusion</td>
<td>The answer is generally structured, but does not include a clear introduction, logical flow in the main body or conclusion</td>
<td>The answer is largely unstructured, but shows some evidence of an intro, main body and conclusion</td>
<td>The answer lacks sufficient structure</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>The examinee uses and applies</td>
<td>The examinee uses and applies</td>
<td>Some application of accurate concepts,</td>
<td>Concepts are not used accurately, some level of</td>
<td>Poor conceptual use and poor language that</td>
</tr>
<tr>
<td>accurate concepts and excellent language</td>
<td>mostly accurate concepts and good language</td>
<td>but flawed language</td>
<td>confusion arises out of poor language</td>
<td>inhibit the understanding of the core message</td>
<td></td>
</tr>
</tbody>
</table>

Total out of 100 points

Late Assignments and Make Up Exams
Late papers and make up exams will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

Academic Honesty Statement
Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Class Attendance
Because the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

**Participation in class meetings is mandatory, except in case of a medical emergency** (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided, the missed class is counted as an absence.

**Participation implies that students are on time:** as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not. In this course, arriving more than 15 minutes late counts as an absence.

**If students are absent for too many classes for a single course, they receive a penalty on their overall grade for that course.**

- If students are absent for five 1.5 hour class sessions of a course, they receive a penalty of 5 points on their overall grade for that course.
- For each additional absence (over five) for a 1.5 hour class session, an additional penalty of 1 point is applied to the course grade.
Example 1: at the end of the semester, a student has a course grade of 75/100. Over the course of the semester, he missed 4 sessions of 1.5 hours for the course. No penalty is applied.

Example 2: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, he missed 5 sessions of 1.5 hours for the course. He receives a penalty of 5 points, and his final course grade is 70/100.

Example 3: at the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, he missed 7 sessions of 1.5 hours for the course. He receives a penalty of 7 points, and his final course grade is 68/100.