Course Syllabus
CODE number: CMM 322E / CMM 322G
International Communication
Spring 2016

Number of ECTS Credits: 6

Contact Details for Professor:
E-mail: Gabriele Cosentino PhD, gabriele.cosentino@vub.ac.be
Office Hours: Mondays 10 -11 am (please write me in advance to schedule appointment)

Course Schedule: 11h30am-1pm Mondays and Wednesdays in VeCo 1

Course Prerequisites: CMM 101P

Course Description:

This course provides an extensive overview, analysis and discussion of the current global communication landscape. With the help of a comprehensive textbook, seminal texts that are part of the literature of global media and international communication studies, and more recent publications on relevant case studies, in the first part of the semester the course addresses the main political, economic, social and cultural themes intersecting the debate around the emerging global communication system.

In the second part of the semester, the course will focus on a comparative analysis of the two most densely populated world regions, China and India, which are also two of the fastest growing economies. We will survey the main trends of development of the media systems in these regions, and by discussing a number of case studies centred, among others, on the flows of entertainment media formats within China and India, the final part of the course will raise questions on the ability of mediated popular culture to create opportunities for social and political advancements.
Learning objectives

The major learning objectives of the course:

These learning outcomes are in line with the following Discipline Learning Outcomes for the Bachelor in Communications Sciences as ratified by the NVAO (Accreditation Organisation of the Netherlands and Flanders): DLO 1, 2, 3, 5, 6, 8, 9.

Primary:
5. Initiating, planning and executing basic and applied research around communicators, channels, messages or recipients, starting from a defined mission and report back to colleagues and the general public.
6. Detecting and analysing organisational and social communication processes to support troubleshooting.

Secondary:
1. Have a thorough knowledge of the scientific dimensions, types and components of technologically mediated and not mediated communication.
2. Distinguish various media critically and thoughtfully, based on characteristics, audience, users, effects and applicability.
3. Describing and comparing theories, concepts, authors and paradigms of various domains within the communication science.
8. Reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.
9. Assessing the impact of social, cultural, economic, psychological, technological, political, legal and other factors on communication processes.

The Specific Learning Outcomes of the course

Acquired Knowledge:

1. To provide a framework within which students will be able to understand the complex interaction of local and global cultures and identities as they affect and are affected by the international flows of media contents.
2. To enable the student to analyse, discuss and describe ways in which communication media, formats and techniques differ or compare between nations or world regions according to cultural, economic and political structures, values and norms.
3. To enhance the student’s ability to know and access various media operating on a global scale.

Applying Knowledge & Judgment:

1. Describe and engage with the major theoretical models on international and global
communications covered in class. At a 300 level course, students will need to show that they are becoming familiar with the specialised terminology of communication studies.

2. Develop the ability to reflect on and react to the global communications field.
3. Draft an advanced bibliography on a topic agreed with the instructor.
4. Write an extended term paper on a topic developed by the student in consultation with the instructor, using extensive primary or secondary sources of different kinds.
   - Apply theoretical models to the writing of research papers.
   - Exhibit the ability to blend creativity with the rigours of a specific analysis.

Communication:

1. Present in a coherent and engaging manner the research findings on a subject to his/her colleagues.
2. Develop ability to discuss lectures content critically and creatively, while engaging in classroom discussions.
4. Engage with practitioners and academics in the media field.

Attitudes:

1. Develop relational, team-building and leadership skills.
2. To be eager to apply life-long learning skills.

**COURSE CALENDAR**

This section provides an overview of the topics and material to be presented and discussed in class weekly. It also indicates readings that can assist students in furthering their knowledge of the themes covered and refine their analysis of international communications. The reading questions provided at end of each section are meant to the study and to guide the class discussion. The following schedule might be subjected to changes, which will be notified beforehand.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Introduction to Globalization and International Communication: Key Concepts</th>
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<tbody>
<tr>
<td>18/1</td>
<td>Class presentation and syllabus introduction</td>
</tr>
<tr>
<td>20/1</td>
<td>Textbook Reading: Chapter 1 (pp.1-21)</td>
</tr>
</tbody>
</table>

*Further readings:*
- Sparks, *What’s wrong with globalization?* (pp.133-155)
- Mattelart, *An archeology of the global era: constructing a belief* (pp. 591-162)

*Reading questions:* Is ‘global communication’ the best description of the phenomenon under study? Is it helpful to describe the world as a ‘global village’? Are you ‘cosmopolitan’ or is your local habitat important to your identity?
WEEK 2  
Flows of Global Content: Media and Conflict  
25/1 Textbook reading: Chapter 10 (pp. 170-177)  
Guest Lecture: Prof. Vladimir Bratic  
27/1 Chapter 5 (pp. 84-97)  
Thussu, *Mapping global media flows and contra-flows.* (pp.11-32)  
Further reading:  
Cottle and Rai, *Global 24/7 news providers. Emissaries of global dominance or global public sphere?* (pp.157-181)  
Reading questions: What is the role of communication in conflicts? What would you see as the differences and similarities of global news production between CNN and Al-Jazeera? How have the most popular brands in your country achieved their popularity? Do you have experience with non-Western media contents?

WEEK 3  
The Economy of Global Communication  
1/2 Textbook Reading: Chapter 4 (pp. 66-83)  
3/2 Chalaby, *At the origin of a global industry: The TV format trade as an Anglo-American invention* (pp. 36-52)  
Further reading:  
Hafez, *Entertainment Culture as the Core of Media Globalization* (pp.82-99)  
Reading questions: Does concentration in the industry promote or hamper a diversity of products and/or services? How would you analyse from a political economy and cultural studies perspective the growing role of China in media globalization?

WEEK 4  
The Politics and Policies of Global Communication  
8/2 Textbook Reading: Chapter 6 (pp.98 -115)  
10/2 Textbook Reading: Chapter 7 (pp.116-136)  
Reading questions: What effects, if any, did the agreements at the international level have had on national communication policymaking? Are the recent shifts in global communication politics also reflected in the communication policies of your country? Are special governance measures and institutions needed for the governance of the Internet?

WEEK 5  
Culture and Global Communication  
15/2 Textbook Reading: Chapter 11 (pp.183-210)  
17/2 Kraidy, *Hybridity in Cultural Globalization* (p.1-20)  
Appadurai, “Disjuncture and Difference in the Global Cultural Economy” (pp. 322-330)
Further reading: Huntington, *A Clash of Civilizations?* (pp.22-49)

**Reading questions:** How do you cope with cultural heterogeneity? Do you feel that there are boundaries to the respect for other cultures? Is criticism allowed on the cultural practices of social groups you do not belong to?

**WEEK 6**

22/2  **Global Communication On-line**
Textbook Reading: Chapter 12 (pp. 211-232)
Video screening: TBA


Further reading: Castells, *Materials for an exploratory theory of the network society* (pp. 5-25)

**Reading questions:** Could anti-surveillance politics be organized in a globally effective movement? Does the monitoring of personal data in your country constitute a contested issue?

**Mid-term review**

**WEEK 7**

29/2  **Mid-Term Exam**

2/3  No class

**WEEK 8**  **The Media in India: introduction**

7/3  Thussu, *De-americanizing media studies, the rise of “Chindia”* (p.31-44)

9/3  Thussu, *Privatizing the Airwaves: the Impact of Globalization on Broadcasting in India* (pp. 125-131)

Video screening: TBA

**Reading questions:** What challenge does the rise of “Chindia” pose for the study of media and communication? How did the media landscape in India evolve since the early 1990s? What opportunities and challenges does India pose for transnational media corporations?

**WEEK 9**  **The Media in China: Introduction**

14/3  Shirk, *Changing Media, Changing China* (pp. 2-37)

16/3  Qiang, *The Rise of Online public opinion and its political impact* (pp.202-224)

Yiwu, *Cultural Challenges of Globalization* (pp. 733-746)

**Reading questions:** What are the political repercussions of China fast evolving media market? What are the effects of the Internet on the Chinese public sphere? How is China facing the opportunities and challenges brought by globalization?
WEEK 10  The Media in India: Religious Dramas and Reality TV
21/3  Punathambekar, *Reality TV and Participatory Culture in India* (pp. 241-255)
23/3  Rajagopal, *Prime Time Religion* (pp.72-120)
Reading questions: What were the effects of the airing of religious epics television on the public sphere in India? How did a reality tv show influence the politics in the ethnically divided region of North East India?
All research papers topics must be approved

March 28- April 8th  Spring Break

WEEK 11  The Media in China: Reality TV and TV Dramas
11/4  Di, *Between Propaganda and Commercials, Chinese TV today* (pp.91-114)
Students Presentations
13/4  Jian and Liu, ‘Democratic entertainment’ commodity and unpaid labor of reality TV: a preliminary analysis of China’s Supergirl (pp. 524-543)
Further reading: Zhu, "Yongzheng Dynasty" and Chinese Primetime Television Drama (p.3-17)
Students Presentations
Reading questions: What are the political implications of primetime TV dramas in China? To what extent did Supergirl introduce elements of democratisation on Chinese television?

WEEK 12  The Media in India: Bollywood
18/4  Mehta, *Bollywood, Nation and Globalization* (pp.1-14)
Students Presentations
20/4  Readings: Ganti, *And Yet My Heart is still Indian*  (pp.281-300)
Further reading: Chowdhury, *Bollywood Babes: Body and Female Desire in the Bombay Films* (pp.51-73)
Students Presentations
Reading questions: How does Bollywood differ from Hollywood? What the cultural challenges faced by movie professionals in the adaptation of the Western films in India?
All Research Papers are due

WEEK 13  Soft Power and Public Diplomacy in “Chindia”
25/4  Thussu, *De-Americanizing Soft Power* (pp.17-43)
Mukherjee, *The False Promise of Indian Soft Power* (pp.46-62)
Students Presentations

27/4
Zhao, China’s quest for soft power (pp.17-30)

Students Presentations

Reading questions: How are India and China interpreting and applying the notion of ‘soft power’? Can cultural tradition be mobilised as a strategic asset in a strategy of public diplomacy?

Students Presentations

WEEK 14
Conclusions
2/5
No readings. Feedback on research papers will be provided.

Students Presentations

4/5
Students Presentations

Final Exam Preparation

WEEK 15
Final Exam (Date to be announced)

Course Materials

The course material consists of powerpoint presentations, required readings and suggested readings. Powerpoint presentations for the first part of the semester will be made available before the midterm exam, and the powerpoint presentations for the second part of the semester will be made available before the final exam. Course materials (syllabus, slides, support materials, important messages, etc) will be uploaded on the Vesalius website, Pointcarré (http://pointcarrre.vesalius.edu/). Students are expected to visit the site regularly to keep abreast of course changes and evolutions. The professor is expected to upload relevant material in a timely manner.

Textbook

Title: Global Communication Author: Hamelink, Cees. Publisher: Sage, 2015.

Additional Readings (Required and suggested):


The textbook companion web site has a wide collection of articles:

https://study.sagepub.com/node/24662/student-resources/journal-articles

Videos: A number of videos will be watched and debated in class.

Course Assessment
The final grade will be based on the following components:
- Attendance and In-Class Participation: 5%
- Research Proposal: 5%
- Research Paper: 30%
- Presentation of Research Project: 10%
- Mid-Term Exam: 25%
- Final Exam: 25%
- Total: 100%

Grading Scale of Vesalius College

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<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>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
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<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
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Vesalius College grading policy, in line with the Flemish Educational norms, is as follows:

Description of activities and grading criteria

Participation
Attendance is mandatory and active participation is vital to the student’s progress. Students are expected to attend classes on time and take notes. Participation means attending class and actively
contributing to class discussions. Students who are absent are responsible for finding out what was covered in class. See school policy for justified absences. Unjustified absences will negatively affect the participation grade. Alos, the classroom in this course is a digital detox zone, the use of laptops, tablets and cell phones is not allowed, and their use during class time will negatively impact the participation grade.

Research Proposal and Research Paper Instructions

Research proposal

Students should are expected to start their research project with a proposal, and then write a comprehensive case study. You are allowed to choose one of the following topics, and you are encouraged to find a personal angle and a methodological approach to these topics in your own research project, which will be discussed and approved by the instructor:

- Reality TV in China and/or in India (comparative studies are accepted)
- Religious Films or TV dramas in India
- TV Soaps or Dramas in China
- “Bollywood” Films
- Gender representations in Chinese Media and/or Indian Media (comparative studies are accepted)
- New Media and Internet in China
- Social movements and activism in China
- Soft Power in India and/or in China (comparative studies are accepted)

All research project proposals are due on March 23. Earlier submissions are encouraged as you will be able to receive earlier feedback on your research project. Late submissions are not accepted. A hard copy should be submitted in class, and you should send also an electronic copy via email at gabriele.cosentino@vub.ac.be A good research proposal is an important step towards writing a well structured and researched paper. Your proposal should be about 500 words, and include a preliminary list of references (at least 3 peer reviewed articles). Research projects that interact or build on other students projects are encouraged.

A good research proposal should include:

<table>
<thead>
<tr>
<th>A clear research question</th>
<th>Identify a clear focus for your research via a case study, the more specific and narrow the better. The research question should be as clear and simple as possible. The research question may be empirical or factual question (eg. how are women represented in tv shows in China?), or 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. Regardless of eventual changes, your initial research question should be as clear as possible.</th>
</tr>
</thead>
</table>
A paper outline | The paper outline should provide an indication of how the student is going investigate the research question. The student has to explain how she/he is going to research the topic at hand. This entails an identification of the selected case study, sources, theoretical approach/concepts and methodological approach in the analysis. In the outline you should: introduce case study, identify your sources for data or findings, describe how the case study engages with the theoretical models covered in class and address some basic methodological questions.

A tentative layout | The tentative structure and headings similar to those appearing in the final paper.

Preliminary bibliography | A bibliography directly related to the research question or research topic, listing a minimum of 3 different peer reviewed academic sources.

Length | 500 words

Useful link to find possible case studies to investigate:

http://www.bbc.co.uk/mediaaction/publications-and-resources

Research proposals should be submitted in Times New Roman font, 12 points type, 1,5 spaced with 2 cm margins. The research proposal should be around 500 words, excluding the cover page and the bibliography, and listing a minimum of 3 different peer reviewed academic sources.

Research Paper

Your research paper is due at the beginning of class on April 20th. No late submissions are accepted. A hard copy should be submitted in class. Please submit an electronic copy via email (gabriele.cosentino@vub.ac.be) and on Turnitin as well. When submitting to Turnitin, postings should be entitled with your surname and the issue covered (for example “Cosentino_Global_Media”).

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. NOTE: your paper only counts as accepted if you handed in both a hard and electronic copy. Failure to do so will result in an ‘F’.

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.
An ideal outline for the paper should be as follows:

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Introduction should introduce the topic or case study, explain and emphasize its importance, introduce the research questions and discuss its significance. It should clearly identify the case of the research (<em>what does the paper seek to explain or address?</em>) and provide factual background information on the selected topic (what? when? who?...). A well-framed research question should help to frame the literature review. This section should also give an overview of the entire paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Framework / Literature Review</td>
<td>The second part reviews the literature and proposes a theoretical explanation (<em>why is such phenomenon happening?</em>) for the selected topic. It summarises the main assumptions of the selected theoretical approach. It offers a clear explanation of the selected topic through the lens of this theoretical approach. This part should also provide explanation for choosing this theoretical framework by justifying how it supports the research question. Studies that focused on similar research questions can be also used as justification for the selection.</td>
</tr>
<tr>
<td>Methodology</td>
<td>The third part presents and discusses the methodology applied in the research, the rationale for case selection, and the data analysed. This section should address the following questions: <em>Why a particular methodology was selected? How does it link back to the theoretical framework?</em></td>
</tr>
<tr>
<td>Analysis including (1) secondary sources/ literature review; (2) primary sources</td>
<td>The fourth part analyses the selected case study through your selected theoretical and methodological lens. This part should reveal a personal and critical understanding of the sources and methodologies discussed in the literature review. It should point to the significance of the proposed study based on the research question and it should integrate primary research findings with the secondary literature in a coherent way. The analysis supports the research question.</td>
</tr>
<tr>
<td>Concluding remarks</td>
<td>A summary of your argument sustained by a critical analysis of theories, concepts and events. This section links back to the introduction, addresses the research question and the main points discussed in the analysis section. This section also could pave the way for further research, pointing to the gaps that this study highlights and explains what can be done to fill them.</td>
</tr>
<tr>
<td>Bibliography</td>
<td>The bibliography should include separate sections for primary and secondary sources. This section should include clear documentation of sources using Harvard style. At least 15 peer reviewed academic references.</td>
</tr>
<tr>
<td>Length</td>
<td>4000 Words</td>
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</tbody>
</table>
Research papers should be submitted in Helvetica font, 12 points type, 1,5 spaced with 2 cm margins. The research paper should be around 4000 words, excluding the cover page and the bibliography, and using a minimum of 10 different peer reviewed academic sources.

Feedback
Feedback to the students' individuals research projects will be provided in three different stages: for the research proposal, for the in-class presentation and for the final paper.

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, theories and methodologies linked to the research question;
- Provision of a clearly focused topic, a logical and well-organized analysis;
- Grammatically correct text;
- Clear documentation of your sources, including both primary and secondary sources (see below for more details).

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 which is a 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. Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf.

Harvard Style of Referencing - Examples

In-text citation:
Bothunities 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).

In your reference list:

How to quote books:

How to quote chapters in edited books:

**How to quote articles:**


**How to quote electronic sources:**


**Oral Presentation of Research Projects**

A good presentation demands insight, effort and professionalism. Your presentation should demonstrate depth, complexity, and a complete grasp of content, while you should be creative, careful, and professional in the delivery. You should prepare a Powerpoint or another form for visual presentation (e.g. Prezi), which should last about **15 minutes**. Time yourself when you rehearse the presentation to make sure that you will be able to present all of the points above within the allotted time, as well as allowing 3/5 minutes for Q&A. You should send me the Powerpoint file or the Prezi link **at least 24 hours before the presentation** and turn in (directly after you finish presenting) a folder containing your printed presentation notes/slides.
The structure of your presentation should reflect that of your research paper.

**Mid Term and Final Exams**

The mid-term and final exams will cover both lecture notes and assigned readings. Suggested readings are useful in the preparation but not required for the exams. The midterm will cover the required material from the first part of the semester, the final exam the material from the second part. The format of both the midterm and the final exams will be: 3 short essay questions (1 page long answer) and 1 long essay question (2 pages long answer).

**Grading Criteria**

The following criteria will be applied in assessing exam responses:

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

Late Assignments and Make Up Exams

Late papers and make up exams will not be accepted unless there are serious legitimate reasons. For medical reasons, provision of a signed medical note is required, and notice must be given at least five days prior to the deadline.

Academic Integrity

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.

Further Description of Assessment Activities

Grading Rubrics for In Class Exams:

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<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Accuracy</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. There are however some imprecisions</td>
<td>Major flaws and imprecisions</td>
<td>The answer sheet is left in blank or it fails to address the question.</td>
</tr>
<tr>
<td>Completeness</td>
<td>The answer addresses all aspects 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 to address the question</td>
</tr>
<tr>
<td>Evidence of Reading</td>
<td>Excellent reference to and application of course material</td>
<td>Good reference to and application of course material</td>
<td>Average reference to and application of major course material</td>
<td>Little reference to and application of course material</td>
<td>The answer lacks any reference to course material</td>
</tr>
<tr>
<td>Critical Thinking (if applicable)</td>
<td>The answer demonstrates an excellent level of critical thinking and a creative application of independent thought</td>
<td>The answer highlights a good level of critical thinking and independence of thought</td>
<td>The answer shows some evidence of critical thinking and independent thought</td>
<td>The answer engages only to a limited extent critically with facts and literature and shows little evidence of independent thinking</td>
<td>The answer lacks critical reflection and independence of thought</td>
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**Grading Rubric for Research Papers**

<table>
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<tr>
<th>Structure of Research</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td></td>
<td>The structure of the research is solid and allows the author to develop the argument in a pertinent, clear and engaging way.</td>
<td>Some minor flaws in the structure occasionally diminish the strength of the analysis.</td>
<td>Some flaws in the structure do not allow the author to unfold the argument at best.</td>
<td>The work attempts to address the question, but it remains loosely structured.</td>
<td>The structure is flawed and does not allow the author to develop a coherent argument.</td>
</tr>
</tbody>
</table>

<p>| Mastery of Literature and Theoretical Approach | Outstanding mastering of relevant literature and ability to gather and independently assess relevant sources beyond required levels of reading. | The work is sustained by the ability to master relevant theoretical literature and coherent attempt to apply this literature to empirical phenomena. | Good level of understanding of the relevant theoretical literature. Attempts to critically apply these frameworks to the topic at hand. | The work meets only the minimum requirements of the assignment in terms of mastery of the literature and learning outcomes. | Basic knowledge of theoretical frameworks. Minimal or incoherent attempt to adopt a theoretical framework in the analysis. |
| <strong>Methodological Approach</strong> | Engagement with methodological literature. Ability to relate the theoretical framework to the selected methodology. The methodology is clearly stated and coherently applied to selected case(s). | Overall, good engagement with methodological literature. Some minor pitfalls in the relation between theoretical framework, selected methodology and case study. | Fairly satisfactory understanding of methodological literature. Instances of failure in the attempt to establish a relation between theoretical framework, selected methodology and case study. | Some attempt to adopt a methodological framework to the analysis. Information on the rationale of the selection of case(s) and sampled material is limited. | Minimal or no attempt to adopt a methodological framework. Missing information on the rationale of the selection of case(s) and sampled material. |
| <strong>Analysis</strong> | Advanced knowledge of empirical background and theoretical/conceptual frameworks. | Successful attempt to conduct an original analysis. Some minor weaknesses in the depth of the analysis. | The work does not adequately engage with the critical assessment of either relevant theoretical frameworks or the topic at hand. | Sub-optimal focus or coherence of the argument. The work engages with the question, but does so in an inadequate way. | The work demonstrates insufficient understanding of the topic at hand and remains below the required level. |
| <strong>Critical Thinking</strong> | Solid, critical and original analytical skills and ability to relate theoretical knowledge to empirical case(s). | Strong critical ability to tackle both relevant literature and the topic at hand. Occasionally incoherent reasoning. | Successful attempts to critically assess the theoretical frameworks and the topic at hand. | The work does not adequately engage with the critical assessment of relevant theoretical frameworks or the topic at hand. | The work uncritically tackles relevant literature and the topic at hand. |</p>
<table>
<thead>
<tr>
<th>Grading Rubric for Oral Presentations</th>
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</thead>
<tbody>
<tr>
<td><strong>Expression, Referencing and Bibliographic Systems</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Factual information</strong></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used many facts to support all arguments</td>
<td>Used some facts to support all arguments</td>
<td>Used few facts to support arguments</td>
<td>Did not present facts to support arguments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comprehension</strong></th>
<th>Demonstrated thorough understanding of information</th>
<th>Demonstrated accurate understanding of information</th>
<th>Demonstrated minimal understanding of information</th>
<th>Demonstrated misunderstanding of the information</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Persuasiveness</strong></th>
<th>All arguments were logical and convincing</th>
<th>Most arguments were logical and convincing</th>
<th>Some arguments were logical and convincing</th>
<th>Few arguments were logical and convincing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Delivery</strong></th>
<th>Communicated clearly and confidently; maintained eye contact; excellent voice inflection and delivery rate</th>
<th>Communicated clearly; frequent eye contact; good voice and delivery rate</th>
<th>Seldom communicated clearly; poor eye contact; poor voice and delivery rate</th>
<th>Failed to communicate clearly; no eye contact; monotone delivery</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Rebuttal</strong></th>
<th>Addressed all audience’s questions</th>
<th>Addressed most of audience’s questions</th>
<th>Addressed some of audience’s questions</th>
<th>Did not address audience’s questions</th>
</tr>
</thead>
</table>

| 100 / 100 | 75 / 100 | 50 / 100 | 25 / 100 |