



**Course Syllabus**  
**CODE number: CMM 106**

**INTERCULTURAL COMMUNICATION**

**Fall 2017**

**Number of ECTS credits: 6**

**Contact Details for Professor Claude Bernard**

Telephone: +32(0) 26148170 (Vesalius College reception)

E-mail: [claudebernard@skynet.be](mailto:claudebernard@skynet.be)

Course Time: Tuesday : 11:30 – 13:00

Thursday: 11:30 -13:00

Office hours: Tuesday : 16:30 - 17:30.

Wednesday: 14:00 -15:00

Friday (by appointment only): 14:00 -15:00

**No prerequisite**

**Course Description**

The course introduces students to the phenomenon of culture in the broad sense of the term and applies it to both a social and a business as well as a media-driven context.

Major theoretical issues and cultural criteria/dimensions are studied and highlighted to illustrate the challenges of dealing with cultures and identities in all of their complexity. A number of theoretical models are presented and analysed. Throughout the semester, students will learn how best to approach and deal with intercultural problems and challenges and how to increase the likelihood of such issues being successfully dealt with or resolved.

By the end of the course, students will be tasked with writing, defending and presenting a comprehensive Intercultural Report which is meant to cover all the material, models and issues raised in class throughout the entire semester. It is also expected that as a result of the course, students' level of cultural intelligence and awareness will have increased significantly.

## **Course schedule**

The course relies heavily on student participation and its pedagogical approach is very much based on interactive teaching. Hence, the pace of the course is equally determined by in-class discussion and reflection. The overall dynamic of the course is very much **dialogical** in nature. Students are thus expected to take copious notes during the lectures and presentations. Please note that while the suggested readings listed below are not mandatory *per se*, they will help students appreciate and understand the material discussed throughout the semester in a more in-depth fashion, stimulate critical thinking and will almost certainly positively impact on the quality of the major written assignment (I.e; the Intercultural Report) as well as the midterm and final exams.

The weekly readings indicated in the course schedule are available online or can be distributed upon request.

The basic thematic and chronological structure of the course is as follows:

### **WEEK 1 Introduction to the course/Syllabus Review**

Leading question: How should culture be defined and what are its constitutive elements?

- Defining culture and its primary pillars. Understanding and managing culture shock. Introducing intercultural criteria: notions of time (from Edward T. Hall to Richard Lewis) and analysing its behavioural and socio-economic consequences.
- Read: Glance through textbook and the reading material available on Pointcarré
- Consider a number of possible “origin” and “destination” countries you wish to select for the Intercultural Report (the list of destination countries is provided on page 9 of the syllabus). As a general rule, the two countries selected for the report should be located on different continents

Suggested Reading:

Kalvero Oberg, “Culture Shock; Adjustments to New Cultural Environments”, Practical Anthropology 7 (1960)

### **WEEK 2: The Rules of the Social Game**

Leading question: Can or should cultural criteria be quantified?

Defining intercultural criteria and dimensions (2)

How to develop intercultural awareness from a human communication or social-driven context through observations and dialogues.

Guest Speaker: Helping expats adjust in a new cultural environment

Suggested reading:

Gert Hofstede, “Dimensionalizing Cultures: The Hofstede Model in Context” (available on [www.scholarworks.gvsu.edu](http://www.scholarworks.gvsu.edu))

In-class exercise (discussion based on observations and dialogue transcripts):  
Considering whether communicating in a social context reveals in bedded cultural values.

### WEEK 3: **Dimensions of National Cultures (1)**

Leading question: Can inequality in society be linked to cultural dimensions and parameters?

Read chapter 1 and 2 in the textbook : Dimensions of National Cultures

Measuring inequality and power distance

Defining intercultural criteria and dimensions (3): Tight vs. Loose Cultures

Suggested reading:

Jesse Harrington, Micele Gelfand: "Tightness and Looseness: A New Way to Understand Differences Across the 50 United States" (Scientific American), July 2014

### WEEK 4: **Dimensions of National Cultures (2)**

Leading Question: Can values be affected or challenged by popular consent or by the prevailing ideology?

Cultural blocks in the US: Values and Cultural Impact.(both inside and outside the US).

Considering issues and accusations of cultural imperialism

Defining Culture Wars in Western societies.

Suggested reading:

Maria G. Lebedko, "Globalization, Networking and Intercultural Communication", *International Association for Intercultural Communication Studies Journal* , vol. 23 (2014)

### WEEK 5: **The individual and the Collective**

Leading question: What is the expected language, personality and behaviour in individualist and collectivist cultures?

Read chapter 3 in the textbook – I, We and They.

Defining intercultural criteria (4)

Suggested reading:

Harry C. Triandis: Cross-Cultural Studies of Individualism and Collectivism, *Cross-Cultural Perspectives*, ed. John J. Berman (University of Nebraska Press)

### Status Report

By week 5 at the very latest, small groups should have been formed and the 2 countries with regards to the Intercultural Report selected. No changes permissible after this point.

### WEEK 6: **Genders and Gender Roles**

Leading Question: What are the cultural differences based on gender and the resulting expectations in both the educational and professional environment?

Defining intercultural criteria (5)

Read chapter 4 and 5 in the textbook – Uncertainty Avoidance, Ambiguity and Anxiety.

Suggested reading:

Julia T. Wood, “Gender, Communication and Culture” in *Intercultural Communication: A reader*, 7<sup>th</sup> edition

#### WEEK 7

Leading Question: How does uncertainty avoidance impact the role of citizenship?

MIDTERM: the exam covers lecture notes, readings and assigned chapters from the textbook.

#### WEEK 8

Leading Question: How does a long or short term cultural orientation impact on economic growth and politics?

Business practices abroad: business communication, meetings, reasoning and decision-making processes.

Film Review exercise

Suggested readings:

- 1) J. Granato, R. Inglehart, D. Lablan, “The Effect of Cultural Values or Economic Development: Theories, Hypothesis and Empirical Tests” (available on Pointcarré)
- 2) Does Culture Affect Economic Outcomes? ([www.kellogg.northwestern.edu](http://www.kellogg.northwestern.edu))

#### WEEK 9

**Hand in the individual 5 page/1500 word movie review on Thursday.**

Be prepared to do an individual or be part of an informal small group presentation of the movie you selected and to animate an in-class discussion

Suggested reading:

Robert Vaagan, Ekaterina Pashevich, “Youth on the Move: A Multicultural Online Magazine in a Global Media Environment”, *IAICM Journal*, Vol.23 (2014)

#### WEEK 10

Leading Question: How do national-specific, culturally-driven organizational models and structures impact on leadership, decision-making process and negotiation practices?

Business driven case study analyzed in class (US vs. Japan)

Read chapter 7 - Organizing Across Cultures

Suggested reading:

House, Hanges, Javidan, “Understanding Cultures and Implicit Leadership Theories Across the Globe”, *Journal of World Business*, 37 (2002)

#### WEEK 11

Leading Question: Is the cultural industry (novels, television and cinema in particular) a reliable cultural indicator?

Reviewing novels, documentaries, TV series and movies from an intercultural perspective.

In-class assignment: Comparing and contrasting an original production with its foreign remake or adaptation.

Suggested reading:

Christine Roell, Intercultural Training with Films ([www.americanenglish.state.gov](http://www.americanenglish.state.gov))

Eduardo Urios-Aparisi, "Dramatizing Intercultural Communication: Metaphors of City and Identity in Film, *IAICS Journal*, Vol. 22 (2013)

Li Pu, "A Longitudinal Study of Foreign TV Programming Patterns of China Chongqing TV, 1981- 2000, *IAICS Journal*, Vol. 22, No.3 (2013)

## WEEK 12

Guest speaker. Tentative topic - Transnational Diplomacy

A Passage to India by E. M. Forster: an Intercultural Film Analysis

Suggested reading:

Jola Skuly, "Comparative Literature and Cultural Identity: A Bakhtinian Proposal", *Comparative Literature Now* (2000)

## WEEK 13

**Formal Presentation of the Intercultural Report (30 % of the final grade)**

**Hand in the report on Wednesday and be prepared to deliver the presentation on either Tuesday or Thursday.**

## WEEK 14

Leading Question: Why has multiculturalism become such a divisive and politically-fraught topic ?

Framing and debating the issue of multiculturalism from an educational and Western socio-political perspective.

Assignment: In preparation for the class, research some of the speeches, comments and remarks made by prominent European leaders in the last few years and more recently (such as David Cameron, Angela Merkel and Viktor Orban) with regards to the issue of multiculturalism..

Suggested readings:

- 1) Familiarize yourselves with the content of Samuel P. Huntington's book *The Clash of Civilizations and the Remaking of a World Culture*, (1998)
- 2) Meyer Weinberg, "Defining Multicultural Education". *Multicultural Newsletter* (California State University, Long Beach).
- 3) Patricia J. Lake, "Effective Multicultural Teachers: Meeting the Challenges of Diverse Classrooms", *Equity and Excellence* 25
- 4) N. S. Mehta, S. Monroe and D. Winbush, *Beyond the Melting Pot*, *Time*

## WEEK 15

**FINAL EXAM** – no readings

The final exam covers all the material (lectures, textbook chapters, presentations) primarily seen and discussed in class after week 7

## **Course Materials**

Textbook:

*Cultures and Organisations: Software of the Mind* by Geert Hofstede (McGraw Hill)  
(3<sup>rd</sup> edition, 2010)

## **Reference books**

*Riding the Waves of Culture – Understanding Diversity in Global Business* by Fons Trompenaars

*A Passage to India* by E. M. Forster

## **Suggested Books**

*Third Culture Kids: The Experience of Growing up Among Worlds* by David C. Pollock and Ruth E. Van Reken (2009)

*Global Business Etiquette: A Guide to Intercultural Communication and Customs* by Jeannette S. Martin and Lilian Chaney

*Communication Highwire - Leveraging the Power of Diverse Communication Styles* by Diane Hofner Saphiere (2015)

Please note that these books (as well as other titles which will be occasionally mentioned/suggested in class) will be of help when completing the Intercultural Report

## **Conferences**

In order to complete the Intercultural Report, students are strongly encouraged to consider attending a course-related conference, lecture or presentation dealing with nation-specific cultural, business or legal-oriented criteria/ dimensions or practices. Please check the various evening lectures programmed at Vesalius College during the semester.

Any book, conference or debate that deals with any of the following topics will be of help in completing your Intercultural Report:

- Co-Cultures
- Cross-cultural leadership
- International Negotiations from a cross-cultural perspective
- Interfaith dialogue
- Bridging culture through media
- Intercultural marriage
- Cultural effects of colonization
- Cross-cultural issues in a global working environment

## **Case Studies and Additional Sources:**

Consult all the articles and papers made available on Pointcarré

Regularly consult the following websites:

[www.crossculture.com](http://www.crossculture.com) (Richard Lewis)

[www.geerthofstede.com](http://www.geerthofstede.com)

[www.countynavigator.com](http://www.countynavigator.com)

[www.globesmart.com](http://www.globesmart.com)

Log on regularly on the IAICS (International Association for Intercultural Communication Studies) website and consult the Intercultural Communication Studies (ICS) Journal.

[www.interNations.org](http://www.interNations.org) (expat network)

[www.xpats.com](http://www.xpats.com)

[www.jcc.sagepub.com](http://www.jcc.sagepub.com) (*The Journal of Cross-Cultural Psychology*) – free sample articles are made available

### **Course Assessment**

The students will be evaluated on the basis of their performance as follows.

Midterm examination:	25%
Movie Review:	15%
Intercultural Report:	30%
Small group presentation of Report	5%
Final Exam:	25%
<b>TOTAL :</b>	<b>100%</b>

### **Estimated workload for this course:**

Time spent in class: 14 weeks x 3 hours :	42
2 Exams x 2 hours	4
Study Time for 2 exams:	30
Paper and Intercultural Report :	72
Prepare readings for discussion purposes:	12
<b>TOTAL for the semester:</b>	<b>160 hours</b>

### For your information

Taking into consideration the student workload expectations as defined by the CMM Department in agreement with the Teaching Excellence Committee, it is understood that as a general rule a 200-level student is expected to read more than 40 pages on a weekly basis, that a standard written assignment should be in the region of 3000 - 3500 words (10 to 12 pages), that an individual oral presentation should last at least 15 minutes and that the readings required for a research assignment should include between 7 and 10 peer reviewed academic sources.

### Grading Scale of Vesalius College

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

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
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 in class Activities :

#### **Oral Assignments**

Intercultural Report (small group oral presentation). Provided the professor is satisfied that every student in the group contributed equally to the overall workload and following a consultation with the nominal leader of the group and the individual completion of the **Peer Evaluation Form for Group Work**, the 5% oral presentation of the Intercultural Report findings will be assessed **collectively**. It is therefore imperative that students take time to rehearse and prepare the presentation since the weakest member of the group will almost certainly negatively impact the overall grade of the presentation. Power Point presentation is required.

As a general rule, during presentations and student-led in-class discussions, students should demonstrate the following skills:

- Correct and relevant knowledge of the field.

- Understanding of the issues involved
- Ability to develop a consistent argument.
- Eloquence: the ability to express oneself clearly, consistently and fluently.

### Written Assignments

**Please note that all written work must be handed in in person and in a hard copy format. Failure to do so, will result in automatic point deductions. A paper /report handed in 24 hours late will receive an automatic 15% deduction while a a paper or report delivered within 48 hours will be penalized 30% of the grade. No paper will be accepted after 48 hours and will automatically be graded as an F.**

**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.**

Movie Review (5-6 pages /1500-1800 word individual assignment) 15% of the grade. It is assumed that the movie review will be published in a specialized Intercultural magazine or Journal. The students are expected to effectively determine and frame the relevant inter or cross-cultural indicators/dimensions included or presented in the movie.

Students should make it a point to make productive use of the material they have read or learned in class by ideally linking it to the theoretical models and intercultural criteria and dimensions discussed in class between week 1 and 8. As a general rule, the report should be structured and will be assessed as follows:

- 1) Summary of film
- 2) Intercultural incidents and depiritions
- 3) Linkage with theoretical models, cultural dimensions and criteria discussed in class from a social perspective and from a human communication/professional/business-oriented perspective
- 4) Review section: personal critique of the movie (primarily in terms of its value and usefulness in fostering a better understanding and appreciation of cross-cultural differences)

Intercultural Report (written assignment portion, approximately 50 pages in total): 30% of the grade

The Intercultural Report needs to be presented in both a written form (30%) and, as previously indicated, as a formal in-class presentation delivered in a small group format (4 to 5 students maximum per group/5% of the grade)

The report is an opportunity to put into practice the theoretical knowledge students have gained throughout the semester as well as an opportunity to apply said knowledge to a concrete case. It is assumed that the report will be of tremendous

help in shepherding a foreign family adjust to a brand new foreign cultural environment.

The report needs to be completed by a small group of students (minimum 4, maximum 5, pending on the number of students attending the course) working on a comprehensive and in-depth Intercultural Report that will include and apply all the various criteria/dimensions and theoretical models discussed and analysed in class, albeit in a practical fashion. As a general rule, should there be 4 students in a group, they will need to complete a 44-45 page report, should there be 5 students in a group, they are expected to complete a 50 page report)

While the report should be around 44-50 pages long in total, every student should expect to be responsible for contributing to at least 10-12 pages of the final report. A mechanism is put in place to ensure that the workload has been in fact evenly distributed and completed, barring which the final grade will be adjusted accordingly.

Students are expected to complete the report by making full use of the various lectures dispensed by the professor and the guest speakers, relevant books and specialized articles, journals, audiovisual material, documentaries as well as in-depth interviews – the full transcript of which should be included in the annexes of the report. As such the paper relies on desk work as well as field work and any research method that seems most appropriate to the case at hand.

MLA style is favoured when applicable.

While more details and information will be presented and regularly discussed in class, the following is to be considered a general template for the Intercultural Report

Premise: A Western family (husband and wife + 2 teenage children) plans on going abroad for the first time and live and work/study there for a minimum of 4 to 5 years. In order to better prepare them to the many cultural clashes and misunderstandings that they will inevitably experience, your group has been tasked with preparing a comprehensive report that addresses some of the major issues that the family will certainly encounter in varying degrees.

In the Intercultural Report make sure that you include the following points:

- 1) The Culture Shock Phenomenon
- 2) The Cultural Scan (The 15 Strands of Culture)
- 3) The Cultural Dimensions (15 Criteria)
- 4) National Holidays and Celebrations
- 5) Co-cultures and regional Differences
- 6) Sayings and Maxims/ Folklore/ Values and Metaphors
- 7) Social Adjustment: Etiquette and protocol, social and interpersonal communication, body language/ non-verbal communication

8) Business Aspect: business communication, business protocol, meetings and negotiation practices.

9) OPTIONAL: Tourism Booklet for Expats

10) Sources – It is expected that alongside the expected sources, each student will have read a book whose content directly applies to the report.

Each student will also need to conduct an in-depth interview. (choice of person interviewed to be approved by the instructor) and include the full transcript of the interview in the annex section of the report.

**Four your information, the destination countries include such nations as South Africa, Russia, China (Mainland), Taiwan, Turkey, Tunisia, Hungary, Brazil, Thailand, Switzerland, Singapore, Egypt, Rwanda and Pakistan.**

## Exams

Typically both the midterm and the final will be in-class exams and will contain up to 5 questions of equal value which cover the lectures, presentations, in-class discussions as well as the assigned chapters in the reference book. No multiple choice questions are included. The mid-term exam will cover the material studied between week 1 and 6 while the final exam will cover week 8 to 14.

The goal of the two examinations is to ascertain whether the students have mastered the relevant specialized vocabulary, can explain the methodology and theories, reflect on the cases discussed in class and whether they have understood the possible sociological/historical/political/ linguistic /media-related as well as business-driven implications of the course material.

Students can expect an essay-type question (e.g. one full page) to be included which will test their ability to expand and comment critically on an issue raised or inferred in class.

The following criteria will be applied in assessing exam responses:

- 1) capacity to grasp and convey factual, conceptual and theoretical knowledge
- 2) capacity to synthesize and apply concepts and theory to concrete cases
- 3) capacity to develop a systematic argument based on theory and practice.

:

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 Colege has a strict attendance policy.

Attendance in class meetings is mandatory, except in cases of a medical emergency (such as sickness). Students will need to provide evidence for missing classes (a 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 absence.

Attendance implies that students are on time: as a general rule. the College advises that students be punctual. Be aware that if students are absent for too many classes for a single course, they are liable to receive a penalty on their overall grade for the course in question.

- If a student is absent for five 1.5 hour class sessions of the course, he/she receives a penalty of 5 points on his/her overall grade for the 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: At the end of the semester, a student has an overall grade of 75/100. Over the course of the semester, he misses 5 sessions of 1.5 hours for the course. As a result he will receive a penalty of 5 points, and the final course grade will be 70/100. If a student misses 7 sessions of 1.5 hours per course, he will receive a penalty of 7 points and the final course grade will be 68/100*

Participation: Students are expected to take notes and actively participate in discussions in class. Regular attendance, strong participation and handing in the work on time will definitely impact on the final grade and strongly contribute to making an impression of reliability and professionalism. Disturbing in class (for instance frequently being late, handing in assignments late or displaying a lack of professionalism) would also negatively impact on the overall grade.

### **Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also a 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 relevant 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 an assignment.

Annex I - Grading Form for Exams: Short and Long Answers

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Accuracy</b>	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. Some imprecisions	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question
<b>Evidence of Reading</b>	Excellent reference to and application of major course material	Good reference to and application of major course material	Average reference to and application of major course material	Little reference to and application of major course material	The answer lacks any reference to any course material
<b>Critical Thinking (if applicable)</b>	The answer demonstrates an excellent level of critical thinking and an original application of independent thought	The answer highlights a good level of critical thinking and independence of thought	The answer shows some evidence of critical thinking and independent thought	The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking	The answer lacks any critical reflection and independent thought

## Annex II - Grading Form for Exams: Essay Questions

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Accuracy</b>	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. Some imprecisions	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question
<b>Completeness</b>	The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete and fails to address the question	The answer is left in blank or fails dramatically to address the question
<b>Evidence of Reading</b>	Excellent reference to and application of major course material	Good reference to and application of major course material	Average reference to and application of major course material	Little reference to and application of major course material	The answer lacks any reference to any course material
<b>Critical Thinking</b>	The answer demonstrates an excellent level of critical thinking and an original application of independent thought	The answer highlights a good level of critical thinking and independence of thought	The answer shows some evidence of critical thinking and independent thought	The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking	The answer lacks any critical reflection and independent thought
<b>Structure of the Answer</b>	The essay is well structured, with a clear introduction, detailed main body with a logical flow of arguments and strong conclusion	The answer has a good structure with an introduction, main body good flow and conclusion	The answer is generally structured, but does not include a clear introduction, logical flow in the main body or conclusion	The answer is largely unstructured, but shows some evidence of an intro, main body and conclusion	The answer lacks sufficient structure

<b>Expression</b>	The examinee uses and applies accurate concepts and excellent language	The examinee uses and applies mostly accurate concepts and good language	Some application of accurate concepts, but flawed language	Concepts are not used accurately, some level of confusion arises out of poor language	Poor conceptual use and poor language that inhibit the understanding of the core message

### Annex III- Grading Form for Movie Review

<b>Content / Organization</b>	All necessary information was presented logically and recorded properly. Maintains clear focus.	Necessary information was covered logically and recorded in the proper paragraphs. Maintains clear focus.	Necessary information was covered, but not presented logically or recorded in proper paragraphs. Maintains adequate focus	Some necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Attempts to focus.	Minimal necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Little or no focus.
<b>General Information</b>	All general information is included and completely accurate.	All general information is included and mostly accurate.	Some general information is included and accurate.	Some general information is included, but inaccurate.	General information is missing and several parts inaccurate.
<b>Mechanics Usage Grammar Format</b>	There were no errors or evidence of corrections in the report. Paragraphs were properly indented. Words were well chosen and sentences were concise.	A couple of errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs were properly formatted. Proofreading evident.	A few errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs properly formatted. Proofreading inadequate.	Some errors occurred in capitalization, punctuation, word usage, and sentence fragments. Paragraph formatting inconsistent. Proofreading questionable.	Numerous errors in spelling, capitalization, punctuation, word usage, run-on sentences, sentence fragments. No evidence of proofreading.

### Annex IV - Peer Evaluation Form for Group Works

- 1) How effectively did your group work?)
- 2) Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
- 3) Any recommendations for improving the working of the group?
- 4) What did you learn about working in a group from this project that you will carry into your next group experience?
- 5) Any other comments

Annex V - Grading Form for Oral Presentation

	<b>Superior</b>	<b>Proficient</b>	<b>Poor</b>	<b>Unsatisfactory</b>
<b>Factual information</b>	Used many facts to support all arguments	Used some facts to support all arguments	Used few facts to support arguments	Did not present facts to support arguments
<b>Comprehension</b>	Demonstrated thorough understanding of information	Demonstrated accurate understanding of information	Demonstrated minimal understanding of information	Demonstrated misunderstanding of the information
<b>Persuasiveness</b>	All arguments were logical and convincing.	Most arguments were logical and convincing.	Some arguments were logical and convincing	Few arguments were logical and convincing
<b>Informational Value</b>	The information provided is of very high or superior quality.	The quality and relevance of the information is satisfactory.	The quality and relevance of the information is poor or insufficient.	The quality and relevance of the information is substandard.

<b>Delivery</b>	Communicated clearly and confidently; maintained eye contact; excellent voice inflection and delivery rate	Communicated clearly; frequent eye contact; good voice and delivery rate	Seldom communicated clearly; poor eye contact; poor voice and delivery rate	Failed to communicate clearly; no eye contact; monotone delivery
<b>Rebuttal</b>	Addressed all audience's questions	Addressed most of audience's questions	Addressed some of audience's questions	Did not address audience's questions
	<b>100 / 100</b>	<b>75 / 100</b>	<b>50 / 100</b>	<b>25 / 100</b>

Annex VI – Major Learning Objectives, Teaching Methods, Testing and Feedback