

COM 125

Cross-cultural Communication

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| UNDERGRADUATE SCHOOL Fall 2017 |  |
| INSTRUCTOR Gloria Walker |  |
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| CLASS ROOM AND SCHEDULE Please see your myCourses page for the room assignment and schedule of classes. Any changes will be indicated on myCourses. |  |
| OFFICE HOURS Please see your myCourses page. You should take full advantage of this opportunity to meet with your professor outside the prescribed class period. |  |
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**CONTEXT & DESCRIPTION**

The ability to communicate across cultures is rapidly becoming an indispensable competency for business success. Competent communication is appropriate to the context and effective at achieving the desired outcome. In cross-cultural settings, achieving communication competence requires a willingness to engage with those who are different, an understanding of how culture shapes expectations, both our own and the other party’s, and the capacity to skilfully apply this knowledge to improve the quality of the communication exchange. This course will explore the challenges of cross-cultural communication from both theoretical and practical perspectives.



**OBJECTIVES**

This course is designed to facilitate understanding of competencies required to overcome barriers to cross-cultural communication and to develop in students the capacity to communicate appropriately and effectively in diverse cultural contexts.

Topics and discussion areas include:

**Cultural awareness and cultural identity**: definitions, theories, and frameworks for analyzing cultures and cultural differences, and sources of cultural identity, the role of human nature and personality, and stereotyping and ethnocentrism

**Communication and communication competence**: communication models and theories, verbal and non-verbal communication patterns across cultures, cultural intelligence, and cross-cultural adaptability

**Managing conflict across cultures**: approaches to conflict, cross-cultural differences in the expression of emotion, and the management and resolution of disputes across cultures

**Cross-cultural communication in the workplace**: differences in organizational cultures and group dynamics, and the management of cross-cultural teams

**Cross-cultural communication in business situations**: cultural differences in perceptions and approaches to leadership, trust building, persuasion, decision-making, and negotiation

Aims:

* Gain insight into your cross-cultural communication style
* Enhance your skills in areas of personal and cross-cultural interactions
* Develop personal confidence and impact and integrate cross-cultural communication into your daily activities
* Gain greater clarity on your strengths and development areas to enable effective communication in different cross-cultural situations
* Develop a strong peer network that will support your further development in cross-cultural communication



**SPECIFIC LEARNING OUTCOMES**

On completion of this course students should understand and be able to do the following:

1. Explain the general concept of culture and its influence on identity formation, perception, and communication;
2. Demonstrate an awareness of their own cultural assumptions and biases, and of their strengths and weaknesses as cross-cultural communicators;
3. Diagnose cross-cultural differences in verbal and non-verbal signals and recommend strategies for avoiding cross-cultural misunderstandings in a variety of business situations.



**TEACHING AND LEARNING**

This course takes an interactive approach to learning so that students can become familiar with many aspects of cross-cultural communication. The course uses a variety of teaching and learning methods including lectures, in-class exercises and simulations, small-group discussions and activities, student presentations, self-assessment surveys and questionnaires, and homework assignments**.**

Communication is an interactive process so come to class prepared to engage in class activities and discussions and to work effectively with your peers.



**METHOD AND WEIGHTING OF ASSESSMENT**

**Assignment 1:** “My Culture” photo essay

**Weighting (% of final grade):** 20%

**Learning Outcome(s) Assessed: 1, 2**

**Description of Assignment:** The purpose of this assignment is to encourage you to reflect on your own culture by exploring and defining who you are, culturally speaking, including your cultural background, cultural beliefs, how your cultural background impacts your world view and your interaction with individuals from other cultures. Drawing on your own personal experiences and reflecting on cultural models, you should compile a personal cultural profile, reflecting on cultural traits you share with your culture of origin and other traits that set you apart. The essay will include photographs (minimum of 10) to illustrate key aspects and themes, such as family, hobbies, representations in London, etc. For many people, visual representations are the most obvious aspects of learning about other cultures. Many cultures use visuals and symbols to inform others about their values and practices. The essay should be between 1000 – 1500 words in length, pages 1.5 or double spaced.

**Grading Criteria (What constitutes a good assignment?):**

See the rubric at the end of the syllabus and on MyCourses. Good assignments are responsive to the instructions and meet the criteria specified in the rubric. Good essays will demonstrate care in their preparation. Essays will consist of well-structured sentences and paragraphs that are free of grammar and spelling mistakes. The photos should be of good quality and relate to the specific text where included in the essay.

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| **Section** | **Deadline** |
| **LON2** | **5 October 2017 23:59h** |
| **LON5** | **TBC** |



**Assignment 2:** Book or film review

**Weighting (% of final grade):** 20%

**Learning Outcome(s) Assessed: 1 and 3**

**Description of Assignment:** You are required to watch a film or read a book that relates to an aspect of cross-cultural communication and prepare a short essay to introduce the movie/book through a description of the relevant issues covered. The review should be 800 to 1000 words in length. This essay provides an opportunity for you to demonstrate your ability to critically review content and explain your views about what you have seen or read. Detailed assignment guidelines and the performance rubric for this assignment are available in myCourses.

**Grading Criteria (What constitutes a good assignment?):** See the rubric at the end of the syllabus and on MyCourses. Good assignments are responsive to the instructions and meet the criteria specified in the rubric. Good essays will demonstrate care in their preparation. Essays will consist of well-structured sentences and paragraphs that are free of grammar and spelling mistakes. The photos should be of good quality and relate to the specific text where included in the essay.

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| **Section** | **Deadline** |
| **LON2** | **2 November 2017 at 23.59h** |
| **LON5** | **TBC** |



**Assignment 3:** Cross cultural business practices report

**Weighting (% of final grade):** 30%

**Learning Outcome(s) Assessed: 1, 2 and 3**

**Description of Assignment:** **:** Working in pairs, investigate the business practices in two cultures (one high-context and one low-context) and prepare a report comparing and contrasting the identified practices. The report represents your learning from this class. It should be 5 – 10 pages in length or approximately 1500 – 2500 words. This report provides an opportunity for you to demonstrate your understanding of the theories and practices of cross-cultural communication and how they apply to business situations. Detailed assignment guidelines and the performance rubric for this assignment are available in myCourses.

**Grading Criteria (What constitutes a good assignment?):** Good reports essays will draw on the range of material covered in the course (cultural dimensions and differences in communication styles) to describe and interpret the different business practices. Good reports will highlight and analyze specific incidents or situations, and use relevant information on cultural and communication differences to consider the differences and similarities. Good reports identify lessons learned as a result of your investigation, as well as recommendations for improvements in the identified practices. In addition, good reports are well organized and of appropriate length; are written in clear and generally error free English; and demonstrate an understanding of the conventions of academic writing, including referencing as appropriate.

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| **Section** | **Deadline** |
| **LON2** | **30 November 2017 at 23:59h** |
| **LON5** | **TBC** |



**Assignment 4:** Final Exam

**Weighting (% of final grade):** 20%

**Learning Outcome(s) Assessed: 1 and 3**

**Description of Assignment:** The final exam will consist of multiple-choice and short answer questions about the principles, theories, models and practices of cross-cultural communications and interactions.

**Grading Criteria (What constitutes a good assignment?):** Good responses to the final exam will represent a thoughtful and careful analysis of each question, drawing on the material from the course.

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| **Section** | **Deadline** |
| **LON2** | **See exam schedule when published by Registry** |
| **LON5** | **See exam schedule when published by Registry** |



**Assignment 5:** Participation

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| **Section** | **Deadline** |
| **LON2** | **13 December 2017** |
| **LON5** | **TBC** |

**Weighting (% of final grade):** 10%

**Learning Outcome(s) Assessed: 1, 2 and 3**

**Description of Assignment:** Includes in-class discussions, group exercises and simulations, and other in-class activities, as well as timely completion and submission of homework assignments.

**Grading Criteria (What constitutes a good assignment?):** Effective participation means paying attention when instructions are given; following instructions and engaging fully in class activities; contributing to creating a positive learning environment; listening respectfully when others are speaking, and being willing to share one’s own observations and experiences. Thoughtful contributions that bring in material from the assigned readings and draw upon a student’s experiences represent very high quality contributions to participation. Using electronic devices when not required for the in-class activities and engaging in side-conversations or other disruptive behaviors will negatively impact this grade. A rubric and criteria for assessing participation may be found at the end of this syllabus and is posted on myCourses.

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| **ASSIGNMENT SUMMARY** |  | **EVALUATION CRITERIA** | |  |  |
| Assignment 1 20% |  | **Description** | **Grade** | **Grade Points** | **Percent Scale** | |
| Assignment 2 20% |  | **Very High Quality** | **A** | **4.00** | **90-100** | |
| Assignment 3 30% |  | **Good** | **B** | **3.00** | **80-89** | |
| Assignment 4 20% |  | **Adequate (Pass)** | **C** | **2.00** | **70-79** | |
| Assignment 5 10% |  | **Inadequate** | **D** | **1.00** | **60-69** | |
|  |  | **Fail** | **F** | **0.00** | **0-59** | |



**SPECIAL POLICIES FOR THIS COURSE**

You should read the Student Handbook to ensure you understand the School’s policies and procedures. Remember that:

* Students arriving more than five minutes late will not be admitted to class
* A late assignment will be penalized 10% per day, including weekends.
* If a student has below 70% attendance by the end of the semester, and if there are no approved mitigating circumstances, the student will receive an F grade for their final assessment deliverable or exam.

You are also expected to conduct yourself in a professional manner. That means mobile phones must be switched off and in your bags. You must be prepared to take notes, whether on a laptop or on paper, and should bring paper and pen to class for this purpose. The professor reserves the right to ask you to close your laptop at any time.

All assignments must be uploaded to myCourses. All work submitted to myCourses will be analyzed by TurnItIn.com. Students will have an opportunity to submit their work early in draft and review the TurnItIn report. Instances of plagiarism will be addressed in accordance with the policies set forth in the Hult Student Handbook.

I will be ready to begin class at the appointed time; I expect the same from you. If you arrive late, enter quietly to minimize disruption. If an activity is in progress, sit and observe until the activity is completed.

During lectures and whole-class discussions, students are expected to listen to the person speaking. Students who engage in private conversations or otherwise disrupt the class will be warned and on a second offence may be asked to leave the class. When working in groups, speak in moderate tones to avoid disturbing others. Remain focused on the task at hand. Groups that wander off topic or grow too loud will be warned, and may be asked to leave the class on a second infraction.

The use of mobile phones, laptops, tablets, etc is not allowed except as instructed. Please leave electronic devices in your bag or backpack unless you are asked to take them out for use in class. Please turn off or silence your phone. Students who use electronic devices in class without permission will be warned and may be asked to leave the class on a second infraction.



**ESSENTIAL READING**

There is not a set text for this course. Relevant articles and other materials will be posted on MyCourses to provide additional information on the topics discussed in class during the term. Students are responsible for reading the articles and completing the exercises prior to the specified class session in order to participate in discussions.



**RECOMMENDED READING**

***Textbooks***

Bowe, H J. and K Martin (2007). Communication Across Cultures: Mutual Understanding in a Global World. Cambridge: Cambridge University Press.

Clyne, M G. (1994). Inter-Cultural Communication at Work: Cultural Values in Discourse. Cambridge: Cambridge University Press.

Holliday, A., Hyde, M. & Kullman, J. (2010). Intercultural Communication: An Advanced Resource Book for Students. London: Routledge.

Jandt, Fred E. (2016). An Introduction to Intercultural Communication: Identities in a Global Community, 8th ed. Los Angeles: SAGE Publications.

Kotthoff, H. & Spencer-Oatey, H., eds. (2007) Handbook of Intercultural Communication. Berlin: Walter de Gruyter.

Liu, Shuang, Volcic, Zzala & Gallois, Cindy (2015). Introducing Intercultural Communication: Global Cultures and Contexts, 2nd ed. Los Angeles: SAGE Publications.

Martin, J.N. & Nakayama, T.K. (2008). Experiencing Intercultural Communication: An Introduction. New York: McGraw-Hill.

Neuliep, James W. (2015). Intercultural Communication: A Contextual Approach, 6th ed. Los Angeles: SAGE Publications.

Novinger, T. (2001). Intercultural Communication: A Practical Guide. Austin: University of Texas Press.

Remland, Martin S., Jones, Tricia S., Foeman, Anita & Arevalo, Dolores Rafter (2015). Intercutlural Communication: A Peacebuilding Perspective. Long Grove: Waveland Press.

Scollon, R., Wong Scollon, S. & Jones, R.H. (2012). Intercultural Communication: A Discourse Approach. Chichester: John Wiley.

Spencer-Oatey, H. & Franklin, P. (2009). Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication. Basingstoke: Palgrave Macmillan.

Adler, Nancy J. (2002). International Dimensions of Organizational Behavior, 4th ed. Cincinnati: Thomson Learning.

Augsberger, David W. (1992). Conflict Mediation Across Cultures: Pathways and Patterns. Louisville: Westminster/John Knox Press.

Comfort, Jeremy & Franklin, Peter (2011). The Mindful International Manager: How to Work Effectively Across Cultures. London: Kogan Page.

Hall, Edward T. (1976). Beyond Culture. New York: Doubleday.

Hofstede, Geert, Hofstede, Gert Jan, & Minkov, Michael (2010). Cultures and Organizations: Software of the Mind, 3rd ed. New York: McGraw-Hill.

Lewis, Richard D. (2005). When Cultures Collide, 2nd ed. Boston: Nicholas Brealey Publishing.

Lewis, Richard D. (2007). The Cultural Imperative. London: Nicholas Brealey.

Meyer, Erin (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. New York: PublicAffairs.

Molinsky, Andy (2013). Global Dexterity: How to Adapt Your Behavior Across Cultures without Losing Yourself in the Process. Cambridge: Harvard University Press.

Pan, Y., Wong Scollon, S. & Scollon, R. (2002). Professional Communication in International

Settings. Oxford: Blackwell.

Spencer-Oatey, H. (2008). Culturally Speaking: Culture, Communication and Politeness Theory. London: Continuum.

Thomas, David C. (2008). Cross-Cultural Management: Essential Concepts, 2nd ed. Thousand Oaks: SAGE Publications, Inc.

Thomas, David C. & Inkson, Kerr (2004). Cultural Intelligence: People Skills for Global Business. San Francisco: Berrett-Koehler Publishers, Inc.

Trompenaars, Fons & Hampden-Turner, Charles (2012), Riding the Waves of Culture: Understanding Diversity in Global Business. New York: McGraw Hill.

***Journals / Articles***

Bennett, Milton J. (2004). Becoming Interculturally Competent. In J. S. Wurzel (Ed.), Toward Multiculturalism: A Reader in Multicultural Education, 2nd ed. Newton: Intercutlural Resource Corporation, pp. 62-77.

Berardo, Kate (n.d.). American Business Etiquette. Retrieved from http://www.executiveplanet.com, pp. 1-7.

Bergenthal, Kenneth (n.d.). Japanese Business Etiquette. Retrieved from http://www.executiveplanet.com, pp. 1-7.

Earley, P. Christopher & Mosakowski, Elaine (2004 Oct). Cultural Intelligence. Harvard Business Review, pp. 139-146.

Girard, Kim (2014 Jan 20). Language Wars Divide Global Companies. Research & Ideas. Cambridge: Harvard Business School, pp. 1-3.

Hoppe, Michael H. (2007). Culture and Leader Effectiveness: The GLOBE Study, unpublished manuscript, pp. 1-6.

Janssens, Maddy & Steyaert, Chris (2012). Re-considering Language Within a Cosmopolitan Understanding: Toward a Multilingual Franca Approach in International Business Studies. Journal of International Business Studies, Vol 45, pp 623-639.

Neeley, Tsedal (2012 May). Global Business Speaks English: Why You Need a Language Strategy Now. Harvard Business Review, pp. 1-10.

Neeley, Tsedal (2015 Oct). Global Teams That Work: A Framework for Bridging Social Distance. Harvard Business Review, pp. 75-81.

Finkelsetein, Sydney (2002). The DaimlerChrysler Merger. Tuck School of Business at Dartmouth, No. 1-0071, pp. 1-8.



**OTHER USEFUL MATERIAL**

Liu, Shuang, Volcic, Zala & Gallois, Cindy (2015). *Introducing Intercultural Communication: Global Cultures and Contexts*, 2nd ed*.* Los Angeles: SAGE Publications.



**OTHER SOURCES OF INFORMATION**

*Organizations* AISEC – The world’s largest student-run global youth network

* AIESEC International: http://www.aiesec.org/
* AIESEC San Frandisco: https://www.linkedin.com/company/aiesec-san-francisco

SIETAR – Society for Intercultural Education, Training & Research

* US chapter: http://www.sietarusa.org/
* Young SIETAR: http://www.youngsietar.org/
* European chapter: http://www.sietareu.org/

*Websites* Erin Meyer, The Culture Map (<http://erinmeyer.com>)

Geert Hofstede, Dimensions of Culture (<http://www.geerthofstede.nl>)

Fonz Trompenaars, Cultural Dimensions (<https://www.mindtools.com/pages/article/seven-dimensions.htm>)

Richard Lewis, CrossCulture (<http://www.crossculture.com/)>

University of Victoria, The GLOBE Project (<http://www.uvic.ca:8080/gustavson/globe/index.php>)



**COURSE SCHEDULE**

The course schedule provides an outline of the material to be covered during the course and is a framework for how and when the material will be assessed. The schedule is subject to revision in response to circumstances both inside and outside the classroom. Minor changes will be notified in class and through announcements in MyCourses. Significant changes may result in the issuance of a revised schedule.



**WEEK ONE 11, 13 September 2017 Brief for Assignment 1**

**Class 1 Getting to know us**

**Reading: Syllabus**

**Activity: Introductions**

**Class 2 Culture, Communication and Business**

**Reading: Quappe and Cantatore (2005) What is Cultural Awareness?**

**Homework: Rate your Ethnocentrism questionnaire**



**WEEK TWO 18, 20 September 2017**

**Class 1 Personality and cultural identity**

**Activity: Big Five Personality Test (**<http://www.truity.com/test/big-five-personality-test>**)**

**Class 2 Personality, cultural representations, problem with language**

**Reading: Hooker (2008) Business Communication and Culture**



**WEEK THREE 25, 27 September 2017**

**Class 1 Cultural Theories – Hall and Hofstede**

**Reading: Hall (1976) Iceberg Model**

**Class 2 National cultures and cultural clusters**

**Activity: Working with Hofstede’s dimensions**



**WEEK FOUR 2, 4 October 2017 Assignment 1 due 5 October at 23.59**

**Class 1 Cultural Theories – Trompenaars and Hampden-Turner**

**Activity: Working with T/H-T’s 7 dimensions of culture**

**Class 2 Cultural Theories – Meyer**

**Activity: Creating culture maps (**<https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile>**)**



**WEEK FIVE 9, 11 October 2017 Brief Assignment 2**

**Class 1 Cultural representations**

**Reading: Acosta (2017) Representation, meaning and language**

**Activity: Interpersonal skills self-assessment (**<http://testyourself.psychtests.com/testid/2151>**)**

**Class 2 Cross-cultural differences in communication styles**

**Activity: Interpersonal skills in-class exercises**



**WEEK SIX 16, 18 October 2017**

**Class 1 Communicating interculturally**

**Reading: Liu et al (2015)**

**Class 2 Inproving intercultural communication skills**

**Activity: Listening self-assessment (**<http://www.queendom.com/tests/access_page/index.htm?idRegTest=3131>**)**



**WEEK SEVEN 23, 25 October 2017**

**Class 1 Communication and cultural competnence**

**Reading: Wang (2011) Communication and cultural competence**

**Activity: Cultural competence quiz**

**Class 2 Ethnocentrism and ethnorelativism**

**Reading: Bennett (1993) Milton J. Bennett’s Developmental Model of Intercultural Sensitivity (DMIS)**

**Activity: Scenario discussions**



**WEEK EIGHT 30 October, 1 November 2017 Assignment 2 due 2 November at 23.59**

**Class 1 Other cultural influences – gender, religion, age, and other issues**

**Reading: Cuddy et al (2010) Men as Cultural Ideals: How Culture Shapes Gender Stereotypes**

**Activity: Discussion of Assignment 2 submissions**

**Class 2 Cultural and business – negotiation, conflict, feedback**

**Activity: Feedback exercises**

**Activity: Conflict management style self-assessment**



**WEEK NINE 6, 8, November 2017 Brief Assignment 3**

**Class 1 Organizational culture**

**Reading: Hofstede (2016) the Hofstede Multi-focus Model**

**Activity: corporate culture preference scale (**<http://highered.mheducation.com/sites/oo73381225/student_view0/chaper13/self-assessment_13_2html>

**Class 2 Corporate culture models and actual organizations**

**Activity: Daimler – Chrysler Case Study**



**WEEK TEN 13, 15 November 2017**

**Class 1 Business practices**

**Reading: Passport to Trade 2.0 website; Dahlvig (2012) The cornerstones of good business practices**

**Class 2 Culture and international marketing**

**Reading: Tian & Boyes (2011) Cross-cultural Issues in Marketing Communications: An Anthropological Perspective of International Business**

**Activity: Evaluation of cultural marketing campaigns**



**WEEK ELEVEN: Reading Week 20 – 24 November 2017**

**Continue work on Assignment 3**

**Readings: Harvard Business Review (2014) The Biggest Mistake You (Probably) Make with Teams**

**Lau (2013) Why and Where is Teamwork Important**



**WEEK TWELVE 27, 29 November 2017 Assignment 3 due 30 November at 23.59**

**Class 1 Group dynamics; individual and group identities**

**Activity: Collaboration exercises; Summer Solstice mystery**

**Class 2 Effective teams; team diversity**

**Activity: Team roles self-assessment (**<http://testyourself.pyschtests.com/testid/3113>**)**



**WEEK THIRTEEN 4, 6 December 2017**

**Class 1 Stakeholders as cultural intermediaries**

**Activity: stakeholder mapping**

**Class 2 Leadership and culture**

**Activity: Leadership styles self-assessment (**<http://psychology.about.com/library/quiz/bl-leadershipquiz.htm>**)**



**WEEK FOURTEEN 11, 13 December 2017**

**Class 1 Reputation and cultural issues**

**Activity: Discussion of Reputation Institute Reputation Rankings**

**Activity: Reputation case study discussion**

**Class 2 Wrap-up and exam review**



**EXAM WEEK 18 – 21 December 2017**

The exam schedule is made available at the beginning of term. Please check myHult for further information.

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| **Rubric for all writing assignments: (A1, A2, A3) Specific briefs will be provided for each assignment.** | | | | | |
| **Criterion** | **Ratings** | | | | **Points** |
|  | **A** | **B** | **C** | **D** |  |
| **Context of and purpose for writing**  *Includes considerations of*  *audience, purpose, and the*  *circumstances surrounding the*  *task.* | Demonstrates a thorough  understanding of context,  audience, and purpose that is  responsive to the assigned  task and focuses all elements  of the work on meeting the terms of the brief. | Demonstrates adequate  consideration of context,  audience, and purpose that is responsive to the assigned task and focuses most elements on meeting the terms of the brief. | Demonstrates awareness of  context, audience, purpose,  and to the assigned task and focuses some elements on meeting the terms of the brief. | Demonstrates minimal  attention to context, audience,  purpose, and to the assigned  task and has little focus on meeting the terms of the brief. | 20 |
| **Content Development** | Uses appropriate, relevant, and  compelling content, to illustrate  mastery of the subject,  conveying the writer's  understanding, and shaping the  whole work. | Uses appropriate, relevant, and  compelling content to explore ideas within the context of the subject and shape the whole  work. | Uses appropriate and relevant content to develop and  explore ideas through most of  the work. | Uses appropriate and relevant content to develop simple  ideas in some parts of the  work. | 50 |
| **Genre and disciplinary**  **conventions**  *Formal and informal rules*  *inherent in the expectations for*  *writing at 100 level.* | Demonstrates detailed attention  to and successful execution of a  wide range of conventions  particular to the  writing task, including organization,  content, presentation,  formatting, and stylistic choices. | Demonstrates consistent use of  important conventions  particular to the writing task, including organization,  content, presentation, and  stylistic choices. | Follows expectations  appropriate to the specific  writing task for basic organization,  content, and presentation. | Attempts to use a consistent  system for basic organization  and presentation. | 10 |
| **Sources and evidence**  **(quality of sources and correct referencing)** | Demonstrates skillful use of  high quality, credible, relevant  sources to develop ideas that  are appropriate to the brief.  APA format is exact. No errors are evident. | Demonstrates consistent use of  credible, relevant sources to  support ideas that are appropriate to the brief.  APA format is followed. Student lists  most of the components in correct form | Demonstrates an attempt to  use credible and/or relevant  sources to support ideas that  are appropriate for the  discipline and genre of the  writing.  APA format is followed  although several errors are  apparent. | Demonstrates an attempt to  use sources to support ideas  in the writing.  Sources are not cited  properly. | 10 |
| **Control of syntax and**  **mechanics**  **(quality of writing)** | Uses graceful language that  skillfully communicates  meaning to readers with clarity  and fluency, and is virtually  error-free. | Uses straightforward language  that generally conveys meaning  to readers. The language in the  assignment has few errors. | Uses language that generally  conveys meaning to readers  with clarity, although writing  may include some errors. | Uses language that sometimes  impedes meaning because of errors in usage. | 10 |

**Participation Rubric**

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| **Component** | **A (90 – 100)** | **B (80 – 89)** | **C (70 – 79)** | **D (60 – 69)** | **F (0 – 59 )** |
| **Frequency of participation**  **(25 points)** | Student initiates contributions in most classes (20 or more) and sometimes offers more than one contribution per class. | Student initiates contributions in many classes (17 to 20). | Student initiates contributions a limited number of classes (15 to 18). | Student participates in very few classes (fewer than 12) and sometimes needs prompting to get involved in discussion. | Minimal or no participation (fewer than 10 classes). |
| **Quality of comments**  **(25 points)** | Comments are always insightful, constructive and move the conversation forward. Opinions are thoughtful and well justified. | Comments are generally reasonable and thoughtful and move the class conversation forward. | Comments are only occasionally reasonable and help move the class conversation forward, but they are often irrelevant or repeating facts. | Comments are often a repeat of fact or are not in the context of the discussion. | Minimal or no comments. |
| **Level of engagement**  **(25 points)** | Student listens attentively when others offer comments and perspectives and clearly demonstrates commitment to all class policies. | Student is generally attentive and shows interest in the issues and discussion in class. Occasionally appears distracted. | Student is often distracted and / or attentive and shows interest in the issues and discussion in class. Occasionally needs encouragement or a reminder to focus. | Student is distracted in class by technology (phone, tablet or laptop) for things unrelated to class. Student has side conversations or exhibits other disengaged behaviour. | Minimal or no engagement. |
| **Behaviour and punctuality**  **25 points** | Always punctual, courteous and professional | Generally punctual, courteous and professional | Regularly late. Often engages in private conversations and other unprofessional behaviour. | Routinely late and constantly engages in private conversations and other unprofessional behaviour. | Demonstrates little or no understanding of punctuality, courtesy or professionalism. |