

**COURSE OUTLINE: BU5703 International Business Environment**

<b>Academic Year</b>	2022-23	<b>Semester</b>	1
<b>Course Coordinator</b>	Associate Professor Tan Joo Seng		
<b>Course Code</b>	BU5703		
<b>Course Title</b>	International Business Environment		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39 (3 hours x 13 weeks)		
<b>Proposal Date</b>	17 Sep 2021		

**A) Course Aims/Description**

The international dimension has become a common feature of business and trade. We have all heard phrases such as 'globalization,' 'multinational corporation,' and 'cross-border transactions,' and this course will discuss these ideas in some detail. Yet, despite the appeal of international business, many companies find that the process is not at all easy. Whether in a broad sense, or in terms of the specific functions and activities of a firm, international business involves interaction between multiple players, in a dynamic and interconnected environment.

This elective course aims to provide you with a clear basis of the multi-level structure of the international business environment, as an interactive nexus of domestic and global contexts, shaped by institutions, businesses, and stakeholders. The course will address the various dimensions that shape the international business environment, as well as those factors that impact businesses themselves. You will be able to identify and understand issues that affect globalization and the international business environment. You should also be able to apply this understanding to design optimal responses to an international business environment created and impacted by these factors.

The course will develop your ability to analyse the countries you would like to do business in. It will help you to analyse and understand the macro and industry environment, develop an entry strategy, as well as an appropriate business model and business plan.

Students interested in the international business environment will find this course useful.

**B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

1. Explain the concept of globalization and international business, and the factors both driving and impacting these phenomena
2. Analyse the current international trade environment and the impact of government actions on international business
3. Explain the phenomenon of regional integration and how it impacts international business
4. Develop appropriate expansion strategies to a specific country.

**C) Course Content**

The course will address the following key topics:

- Globalisation and international business
- The political, economic, legal, cultural and technological dimensions of international business
- Trade theories, trade protectionism and regional integration
- Evaluation of countries for international expansion and location screening
- The global monetary environment
- Global marketing
- International strategies, including entry strategies
- Macro and industry analysis
- Developing a business model and plan based on an extensive analysis

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal	Weight	# Team/Individual	Assessment Rubrics (See appendix)
Individual Assignment #1	ILO1 ILO2 ILO3	Critical Thinking, Acquisition of knowledge	20%	Individual	Critical thinking Rubric
Individual Assignment #2	ILO1 ILO2 ILO3	Critical thinking; Acquisition of knowledge	30%	Individual	Critical thinking rubric
Group Assignment #1	ILO4	Problem solving & decision making	10%	Group All group members are required to present	Problem solving rubric
Group Assignment # 2	ILO4	Problem solving & decision making	20%	Group All group members are required to present	Problem solving rubric
Individual Presentation	ILO4	Oral Communication	10%	Individual	Individual presentation rubric
Class Participation	ILO 1 - 4	Motivation & Development of self & others	10%	Individual	Class participation rubric
<b>Total</b>			<b>100%</b>		

## Details of Assessment Components

### Individual Assessments

There are a total of TWO individual assessments. The focus of these individual assignments is on analysis and critical thinking.

- a. Individual assignment #1: weight: 20%
- b. Individual assignment #2: weight: 30%

### Group Projects

The major group project assessment is concerned with the ability of students to work as a team, undertake research, assemble and organise material, analyse issues and present findings and conclusions collectively. This project combines knowledge acquisition with problem-solving/decision-making skills. There are two components of the Group Project:

Group Assignment #1 - Location Screening Proposal: analysis & group presentation on Location Screening: weight: 10%

Group Assignment #2 – Detailed Proposal: analysis: weight: 20%

#### **Individual Presentation (related to Group Assignment 2) (10%)**

It is important to learn how to communicate your ideas and thoughts in a clear, coherent and compelling way to an audience. How you deliver and how you present will be assessed. You will be doing an individual presentation related to Group Assignment 2. In Group Assignment 2, each student is required to make an individual presentation, and each student will be assessed individually.

### Class Participation (10%)

Class participation is a key component of your assessment. This course encourages proactive participation:

- During concept discussions
- During learning activities and group discussions
- Questions (number and quality) during the final presentations
- During group assignments – participation in development and presentation

The assessment will be based on feedback from your peers, as well as the instructor's evaluation. You will receive a peer assessment template to assess your fellow students. Peer assessment is mandatory. See below for more details on peer assessment.

Non-attendance of classes will reflect negatively on your class participation.

### Peer Assessment

Your instructor cannot assess the contribution of each student to the completion of group-based assignments. Hence, **all members must complete a peer evaluation for each member of the team**, but self-assessment is not required. The completed peer evaluation form must be submitted

individually to the instructor after the team project has been submitted for grading. Your instructor will provide the submission deadline. Identity of appraisers (i.e., group members) will be kept confidential and will not be revealed to other team members. Each member will be informed of his/her average rating.

We will use a member's ratings (on a scale ranging from 1 to 7) to award marks for the team project to other members by computing the average rating that a member receives from other members (i.e., excluding each member's self-rating). Each member will be informed of his/her average rating. A member's mark for the team project will be computed as follows:

1. If a member's average rating is  $\geq 4$ , the member will receive 100% of the overall mark awarded to the team project.
2. If a member's average rating is  $< 4$  but  $\geq 3$ , the member will receive 80% of the overall mark awarded to the team project.
3. If a member's average rating is  $< 3$  but  $\geq 2$ , the member will receive 50% of the overall mark awarded to the team project.
4. If a member's average rating is  $< 2$ , the member will receive 30% of the overall mark awarded to the team project.

An average rating of **2 and less** will be investigated and the student may receive 0% of group grades.

*A member who has concerns with the ratings given by other team members and/or his/her average rating, should immediately consult his/her instructor upon receiving his/her peer evaluation feedback.*

Example:

Assume the overall group assignment is 60 marks. A student with an average rating of 5.90 gets 100% of 60 marks, i.e. 60 marks. An average rating of 3.29 means that a student gets 80% of 60 marks, i.e. 48.

Your instructor reserves the right to review the student ratings for questionable circumstances, which include, but are not limited to, acts of discrimination or malice. **It is the responsibility of the student to raise his/her concern about the average rating to his/her instructor, and this has to be done within one week upon receiving the average rating.** The group evaluation form is attached in Appendix.

#### **E) Formative feedback**

- Feedback is central to this course. You will receive formative feedback through written responses from me on your first individual assignment.
- You will receive formative feedback on the final individual assignment following the conclusion of the module.
- I will also provide verbal feedback on your group presentations.

The feedback will be based on the following rubrics, as indicated in Appendices:

- Critical Thinking (individual assignment 1 and 2)
- Problem-solving and decision-making (group assignment 1 and 2)

**F) Learning and Teaching approach**

In order to optimize the learning experience, the following is relevant:

This course is structured to emphasize continuous assessment and development of critical analysis skills. It will be conducted in face-to-face seminar-style sessions.

Approach	How does this approach support you in achieving the learning outcomes?
Interactive seminars and instructor-guided discussions	The interactive seminars provide ample opportunities for open discussion on the conceptual questions raised in the class allows you to think critically and share your ideas and concepts with the class. This also allows me to get the concepts clearly through the entire class by involving you and ensuring that the targeted learning outcomes are being achieved.
Individual assignment(s)	The assignments require you to generate, analyze and deliver/present relevant materials in a guided manner
Group analysis and presentation – case study/analysis	You will regularly be presented with articles on issues of the day, which you will read and contemplate in advance and discuss within your small groups and present your group views to the rest of the class.

**G) Reading and References**

**Prescribed textbook:**

Daniels, J.D., Radebaugh, L.H. and Sullivan, D.P. (2018): **International Business: Environments and Operations**. 16th edition. Pearson.

**Other resources:**

Periodicals and Newspapers. CNN.com, CNBC.com, etc.

**H) Course Policies and Student Responsibilities**

**General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

**Absenteeism**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

**I) Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**J) Course Instructors**

Instructor	Office Location	Phone	Email	Consultation Hours
Associate Professor Tan Joo Seng	B1c-113	67906233	ajstan@ntu.edu.sg	3 hours per week
Mr Leow Foon Lee			flleow@ntu.edu.sg	3 hours per week

**K) Planned Weekly Schedule**

Teaching Week (Week beginning)	Topic	Course Learning Outcomes	Readings
Week 1	<p><b><u>Course Introduction</u></b></p> <ul style="list-style-type: none"> <li>- <i>Course Framework and Objectives</i></li> <li>- <i>Assessment Framework</i></li> </ul> <p><b><u>Overview of International Business and Globalisation</u></b></p> <p><b>Lesson outcomes:</b></p>	ILO1	Ch. 1

	<ul style="list-style-type: none"> <li>Define the phenomena of globalization and international business</li> <li>Explain the factors driving these phenomena and how it will impact globalisation and international business</li> </ul>		
Week 2	<p><b><u>Introduction to course tools for Group Assignment</u></b></p> <p><b><u>Introduction to critical thinking and research</u></b></p> <p><b>Lesson outcomes:</b></p> <ul style="list-style-type: none"> <li>Explain the process, tools and content of analyzing the international business environment</li> <li>Explain the principles and application of critical thinking</li> </ul>	ILO1 ILO2 ILO3 ILO4	Slides provided by lecturer
Week 3	<p><b><u>Strategies for International Business</u></b></p> <p><b>Lesson outcomes:</b></p> <ul style="list-style-type: none"> <li>Explain and choose the most appropriate strategies for international expansion</li> </ul> <p><b><u>Evaluation of Countries for Operations</u></b></p> <p><b>Lesson outcomes:</b></p> <ul style="list-style-type: none"> <li>Identify and explain relevant countries in a region targeted for expansion</li> <li>Identify and explain criteria for selection</li> <li>Select most appropriate country for expansion</li> </ul>	ILO4  ILO4	Ch. 12 Ch. 13
Week 4	<p><b><u>The Global Business Environment: National Environmental Differences</u></b></p> <ul style="list-style-type: none"> <li>Culture, Government, Economic and Legal</li> </ul> <p><b>Lesson outcomes:</b></p> <ul style="list-style-type: none"> <li>Explain the factors in the cultural, governmental, economic and legal domains that influence international business</li> </ul>	ILO1 ILO2 ILO4	Ch. 2, 3, 4
Week 5	<p><b><u>Connecting Countries through Trade and Factor Movements</u></b></p> <ul style="list-style-type: none"> <li>Trade and Factor Mobility Theory</li> <li>Trade Protectionism</li> </ul>		Ch. 5, 6, 7





	<p><b><u>Technology as driver of International Business</u></b></p> <p><b>Lesson outcomes:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the technologies that are impacting international business</li> <li>• Explain how these technologies are impacting international business</li> <li>• Adjust international expansion strategies to provide for the new technologies</li> </ul>	ILO1 ILO2 ILO4	Articles as provided
Week 9	<p><b><u>International Trade</u></b></p> <ul style="list-style-type: none"> <li>• <b>Forms and Ownership of Foreign Production</b></li> <li>• <b>Modes of Trading Internationally</b></li> </ul> <p><b>Lesson outcomes:</b></p> <ul style="list-style-type: none"> <li>• Explain the various forms and ownership of foreign production</li> <li>• Choose and motivate the choice of appropriate strategies in this regard</li> <li>• Explain the various modes of trading internationally</li> <li>• Motivate the choice of appropriate modes of trading internationally</li> </ul> <p><b>Final preparation for group project presentations</b></p>	ILO4	Ch. 14 & Ch. 15
Week 10	<p><b><u>Ethics and Social Responsibility (E-Learning)</u></b></p> <p><b>Lesson outcomes:</b></p> <ul style="list-style-type: none"> <li>• Explain the broad foundations of ethical behavior</li> <li>• Identify the cultural foundations of ethical behavior</li> <li>• Illustrate how ethical behavior is affected by different legal attitudes</li> <li>• Show how corruption and bribery affect and are affected by cultural, legal and political forces</li> </ul> <p><b>Final preparation for group project presentations</b></p>	ILO1	Ch. 11
Week 11	<p><b>Group Project Presentations:</b></p> <p><b>GROUP ASSIGNMENT 2</b></p>	ILO4	

<p>Week 12</p>	<p><b>Group Project Presentations:</b></p> <p><b>GROUP ASSIGNMENT 2</b></p> <p><b>INDIVIDUAL ASSIGNMENT 2</b>  <b>Submission (all individuals, Word document softcopy via Turnitin)</b></p>	<p>ILO4</p> <p>ILO1  ILO2  ILO3</p>	
<p>Week 13</p>	<p><b>Overview of Semester (Online)</b></p> <p><b>End-of-Course Review</b></p>		

**Annex A: Critical Thinking Rubric – Individual Assignment #1 (20% - each trait is equally weighted) & Individual Assignment #2 (30% - each trait is equally weighted).**

Traits	Performance	
Identifies and summarizes the issue at hand.	<b>Not Yet</b> Does not identify and summarize the issue, is confused or represents the issue inaccurately.	<b>Substantially Developed</b> Identifies the main issue and its implicit aspects, addresses their relationships to each other and recognizes nuances of the issue.
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>	
Identifies and considers other theoretical perspectives that are important to the analysis of the issue	<b>Not Yet</b> Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue. Fails to identify or hastily dismisses strong, relevant counter-arguments.	<b>Substantially Developed</b> Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information. Identifies the salient arguments (reasons and claims) pro and con.
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>	
Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.	<b>Not Yet</b> Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect.	<b>Substantially Developed</b> Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences.
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>	
Identifies and considers key assumptions and the influence of the context on the issue.	<b>Not Yet</b> Does not surface the assumptions of the author and does not examine the contexts, e.g., cultural, and political.	<b>Substantially Developed</b> Identifies and questions the validity of the assumptions and analyzes the issue with a clear sense of scope and context.
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>	
Identifies and assesses conclusions, implications and consequences	<b>Not Yet</b> Fails to identify conclusions, implications, and consequences of the issue or the key relationships among the various elements such as context, evidence or assumptions. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	<b>Substantially Developed</b> Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions. Draws warranted, judicious, non-fallacious conclusions.
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>	

**Annex B: Assessment Rubric for Location Screening Proposal Presentation****(Group Assignment #1) (10%)****Problem Solving and Decision-Making Rubric**

**Learning Objective: The ability to carry out a location screening analysis of your assigned company's international expansion to a new location. The analysis should show clear evidence of reasoning and justification for the chosen country/city.**

Traits	Below Expectations (1)	Met Expectations (2)	Above Expectations (3)
Conduct a well-reasoned location screening analysis using the appropriate tools and identifying the relevant factors. <b>Weight: 70%</b>  (e.g. PESTLE, SWOT, entry/exit strategies, etc.)	Weak location screening analysis, with weak justification and reasoning. Appropriate tools not used, relevant factors not identified.	Adequate location screening analysis, with acceptable justification and reasoning. Able to identify appropriate tools, able to identify relevant factors.	Excellent location screening analysis with exceptional and compelling justification and reasoning. Able to provide coherent and integrated analysis arising from deployment of appropriate tools and identification of relevant factors.
Present and defend location screening analysis. <b>Weight: 30%</b>	Weak presentation and inability to defend location screening analysis.	Adequate presentation and defense of the location screening analysis.	Excellent presentation and robust defense of the location screening analysis.

**Annex C: Assessment Rubric for Group Assignment #2 - Final Group Presentation (20%)****Problem Solving and Decision-Making Rubric**

**Learning Objective: The ability to identify a problem, generate a plan, examine implementation feasibility, and evaluate outcomes in the process of solving a problem and making sound business decisions.**

Traits	Below Expectations (1)	Met Expectations (2)	Above Expectations (3)
Define and Analyze the Problem/issue Weight: 40%  (Macro analysis, industry analysis, company analysis)	Able to identify and suggest a problem that needs to be resolved, but with <u>no real context</u> ; poor context analysis	Able to identify a problem that needs to be resolved, and clearly set that problem in a <u>simple context</u> ; acceptable context analysis	Able to identify a problem that needs to be resolved, and clearly set that problem in an <u>appropriate context</u> ; excellent context analysis
Devise Strategies to Solve the Problem Weight: 30%  (Entry strategy, strategy positioning, business model)	Only able to formulate, evaluate & recommend a <u>simple course of action</u> designed to address the problem identified above; fails to suggest an appropriate entry strategy, business posture, business model and functional strategies	Able to formulate, evaluate & recommend an <u>appropriate course of action</u> designed to address the problem identified above; acceptable entry strategy, business posture, business model and functional strategies	Able to formulate, evaluate & recommend a <u>persuasive course of action</u> designed to address the problem identified above; excellent entry strategy, business posture, business model and functional strategies
Implement Weight: 30%  (Business plan, risk analysis & mitigation, exit strategy)	Able to suggest how that course of action might be carried out but <u>without any real understanding</u> of the wider context of that action; fail to suggest an appropriate business plan, risk analysis	Able to suggest how that course of action might be carried out and <u>demonstrate some understanding</u> of the wider context of that action; acceptable business plan, risk analysis	Able to suggest how that course of action might be carried out and <u>fully understand</u> the wider context and implications of the action; excellent business plan, risk analysis

**Annex D: Peer Assessment  
To be completed on eureka on NTULearn**

CONFIDENTIAL PEER EVALUATION FORM  
(It will be held in the strictest confidence)

**CONFIDENTIAL PEER EVALUATION FORM FOR TEAM PROJECT**

Member's name: \_\_\_\_\_

Seminar group and team number: \_\_\_\_\_

Please use the attached Peer Evaluation Rubric to evaluate yourself and your team members on each of the 5 stated attributes (on a scale of 1 to 7). State your ratings for yourself and each of your team members in the table below. For your self-assessment, insert "(Self)" after your name in the table below.

Index #	Name of team members	1 - RR	2 - CM	3 - CR	4 - CT	5 - RS	Average Rating
1							
2							
3							
4							
5							
6							

If any of your ratings above is < 4, please provide a brief explanation to justify the ratings.

Index #	Brief explanation to justify a rating of < 4

*You may attach supporting documents (like emails and screen shots), if any, to support your explanations above.*

**Teamwork & Interpersonal Skills (Peer Evaluation) Rubric**

**Learning Objective: The ability to work effectively with others in a group setting.**

Traits	Performance	
<p><b><u>1. Roles and Responsibility (RR)</u></b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal.</p>	<p><b>Scant</b> Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p><b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p style="text-align: center;"><b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b></p>		
<p><b><u>2. Communication (CM)</u></b> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p><b>Scant</b> Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p><b>Substantially Developed</b> Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
<p style="text-align: center;"><b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b></p>		
<p><b><u>3. Conflict Resolution (CR)</u></b> Resolves conflicts using a variety of approaches.</p>	<p><b>Scant</b> Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p><b>Substantially Developed</b> Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p style="text-align: center;"><b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b></p>		
<p><b><u>4. Contributions (CT)</u></b> Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.</p>	<p><b>Scant</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p><b>Substantially Developed</b> <b>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</b></p>
<p style="text-align: center;"><b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b></p>		
<p><b><u>5. Relationship (RS)</u></b> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p><b>Scant</b> Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p><b>Substantially Developed</b> Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p style="text-align: center;"><b>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed</b></p>		

**Annex E: Class Participation Rubric (10%)**

Traits	Performance		
	1	2	3
<b>Engagement</b>	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)	Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.	Engages fully in class
<b>Contribution frequency</b>	Does not speak up/contribute in class	Occasionally speaks up/contributes in class	Speaks up/contributes in all classes
<b>Contribution quality</b>	No contributions/ Contributions lack substance	Contributions demonstrate knowledge of subject matter	Contributions are constructive and insightful

**Annex F: Assessment Rubric for Individual Presentation (10%)**

Traits	Performance		
	Below Expectations (1)	Met Expectations (2)	Above Expectations (3)
<b>Clarity (5%)</b>	The presentation is not clear in terms of what the presenter wants to communicate. Presentation is not coherent, weakly structured, and poorly organized.	The presentation is clear in terms of what the presenter wants to communicate. Presentation is coherent, structured and organized.	The presentation is very clear in terms of what the presenter wants to communicate. Presentation is highly coherent, well-structured, and well-organized.
<b>Delivery (5%)</b>	Presenter's speech may be too fast, garbled, inaudible, or repetitive. Presenter is not prepared, nervous, and disengaged from the audience.	Presenter speaks effectively. Presenter is prepared, confident and engaged with the audience.	Presenter speaks very effectively and energetically, capturing the audience's attention. Presenter is polished, well-poised and highly engaged with the audience.