

Online Course Syllabus

Course Name and Number: IS610 Power of One: Cultural Conflict Resolution: New Zealand and the United States, a Comparison

Credit Hours: 3

Term/Section/Year: Fall 2021

Course Introduction

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Official Course Description

This course will address the nature of competition and conflicts that occur between groups, with a particular focus on conflicts of a cultural nature. The specific country of focus for Fall 2021 will be New Zealand and its indigenous people, the Maori. During the first section of the course, students will learn about historical experiences and context for the indigenous populations, major instances of cross-cultural conflict, cross-cultural differences, and demographic, legislative and societal considerations germane to the indigenous people in the workplace. While on ground in New Zealand students will experience the Maori culture, learn about the Maori's relationship to the larger New Zealand population, and visit organizations that support Maori people in the workplace. After the trip, students will reflect and apply what they have learned to their community, US regulations, and US workplace culture.

Institutional Learning Competencies and Outcomes

Diversity

ILO: Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- **CLO #1:** Students will apply knowledge about the role that individual and cultural differences play in the workplace.
 - **MLO #1:** Students will research the various policies that apply in countries around the globe, particularly New Zealand, and compare/contrast those to legislation in the United States.
 - **MLO #2:** Students will review key theories in conflict resolution in a globally inclusive workplace.
 - **MLO #3:** Students will demonstrate knowledge and understanding of the forces that operate between groups.
 - **MLO #4:** Students will demonstrate understanding of conflict and competition between groups.
- **CLO #2:** Students will establish collaborative work relationships with people differing from the student in terms of age, gender, race, cultural background, sexual orientation, or disability. The student is able to listen to and learn from the perspectives of others who differ from him/herself.
 - **MLO #5:** Students will appreciate the ethical challenges faced when hiring and managing workers who come from oppressed and stigmatized populations
 - **MLO #6:** Students will explore how cultural differences impact the communication cycle and how to adapt their own communication styles for effective multicultural communication
- **CLO #3:** Students will seek out opportunities to challenge his/her own biases and stereotypes and learns from those experiences.
 - **MLO # 7:** Students will analyze the factors that lead to prejudice and scapegoating between groups.
 - **MLO #8:** Students will exhibit the ability to facilitate and mediate the differences across groups.
 - **MLO #9:** Students will develop an appreciation for the challenges of inclusion and exclusion, stereotyping and prejudice in working with people different from themselves.

- **MLO #10:** Students will investigate the application of various modern-day practices in a multicultural environment.

Professional Behavior

ILO: Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- **CLO #4:** Students will recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - **MLO #11:** Students will display respect and understanding within in-country business meetings and interactions within conversations and cultural activities.
- **CLO #5:** Students will demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - **MLO #12:** Students will use critical thinking and ask questions within the cultural and business visits with in country or know where to find answers in ambiguous situations.
- **CLO #6:** Students will practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - **MLO #13:** Students will participate in pre-travel workshops to understand professional expectations and rules related to study abroad programs.
- **CLO #7:** Demonstrate ability to be self-reliant in non-classroom environment.
 - **MLO #14:** Students will pre-plan and understand methods for appropriate action in different country environments. They will develop confidence in traveling internationally.

Course Learning Outcomes adapted from & resource for developing MLO: Hovland, K. (2010) Global learning: Aligning student learning outcomes with study abroad. NAFSA: Association of International Educators. Retrieved from:

https://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Networks/CCB/AligningLearningOutcomes.pdf

Required and Optional Texts and Electronic Reserves

Required Texts

Course will use articles and other resources but will not have a required textbook.

Required Readings

Behfar, J.J., Peterson, R.S., Mannix, E.A., & Trochim, W.M.K. (2008). The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. *Journal of Applied Psychology, 93*(1), 170-188. doi: 10.1037/0021-9010.93.1.170

Boros, S., Meslec, N., Curseu, P.L., & Emons, Wilco. (2010). Struggles for cooperation: Conflict resolution strategies in multicultural groups. *Journal of Managerial Psychology, 25*(5), 539-554. doi: 10.1108/02683941011048418

Castro, A.P., & Nielsen, E. (2001). Indigenous people and co-management: Implications for conflict management. *Environmental Science & Policy, 4*, 229-239.

Clydesdale, G. (2007). Cultural evolution and economic growth: New Zealand Maori. *Entrepreneurship and Regional Development, 19*(1), 49-49.

Gagné, N. (2009). The political dimensions of coexistence. *Anthropological Theory, 9*(1), 33-58.

Gershon, I. (2008). Being explicit about culture: Maori, neoliberalism, and the New Zealand parliament. *American Anthropologist, 110*(4), 422-431. doi:10.1111/j.1548-1433.2008.00075.x

- Huygens, I. (2006). Discourses for decolonization: Affirming Maori authority in New Zealand workplaces. *Journal of Community and Applied Social Psychology, 16*, 363-378.
- MacCormack, A., & Forbath, T. (2008). Learning the fine art of global collaboration. *Harvard Business Review, 86*(1), 24-26.
- McKenzie, D., Whiu, T.A., Matahaere-Atariki, D., Goldsmith, K., & Kokiri, T.P. (2008). Co-production in a Maori context. *Social Policy Journal of New Zealand, 33*, 32-46.
- Nelson, L.L., Golding, N.L., Drews, D.R., & Blazina, M.K. (1995). Teaching and assessing problem solving for international conflict resolution. *Peace and Conflict: Journal of Peace Psychology, 1*(4), 399-415.
- Rahim, M.A. (2002). Toward a theory of managing organizational conflict. *The International Journal of Conflict Management, 13*(3), 206-235.
- Ryks, J., Pearson, A., & Waa, A. (2016). Mapping urban Māori: A population-based study of Māori heterogeneity. *New Zealand Geographer, 72*(1), 28-40. doi:10.1111/nzg.12113
- Sibley, C., Liu, J., & Khan, S. (2008). Who are 'we'? implicit associations between ethnic and national symbols for Maori and Pakeha in new zealand. *New Zealand Journal of Psychology, 37*(2).
- Sissons, J. (1993). The systematisation of tradition: Maori culture as a strategic resource. *Oceania, 64*(2), 97-97. doi:10.1002/j.1834-4461.1993.tb02457.x
- Thorp, D. (2003). Going native in New Zealand and America: Comparing Pakeha Maori and White Indians. *Journal of Imperial & Commonwealth History, 31*(3).

Weblinks/Videos

- Maori History Documentary - <https://www.youtube.com/watch?v=LxeCWyC-E6M>
- TedX Talk - Why There's So Much Conflict at Work and What You Can Do to Fix It by Liz Kislik - <https://www.youtube.com/watch?v=2l-AOBz69KU>
- Conflict from a Constructionist Standpoint: Resources for Innovation - <https://tcsedsystem.idm.oclc.org/login?url=https://video.alexanderstreet.com/watch/conflict-from-a-constructionist-standpoint-resources-for-innovation>
- Indigenous peoples around the world still look to Māori for leadership and guidance - <https://www.youtube.com/watch?v=XEMU2Is4D40>
- Waipareira Organization website - <https://www.waipareira.com/>
- Comparing Native Americans, Aborigines, and Maori (Flash Required) - <https://passage-new.cappelendamm.no/c453108/slideshow/vis.html?tid=572533>
- International Work Group for Indigenous Affairs website - <https://iwgia.org/en/>
- Indigenous Corporate Training Free Resources - <https://www.ictinc.ca/free-ebooks>
- Podcast: Managing Conflict at Work - <https://insight.kellogg.northwestern.edu/article/podcast-tips-for-managing-conflict-at-work>
- TedX Talk – Cross Cultural Communication - <https://www.youtube.com/watch?v=YMyofREc5Jk>
- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSP - International Travel Registration](#)

Course Schedule, Assignments, and Grading

Extra Assignments for a Study Abroad Course:

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment – Post-Trip Reflection Paper
- Global Perspectives Inventory Post-Test (Post-GPI) – First Week upon Return

Module	Unit	Learning Outcomes	Readings/Media/Website	Assignments/Points/Due Dates	Assessment Method
Module 1	Unit 1: Introduction	MLO #1	<p>Maori History Documentary - https://www.youtube.com/watch?v=LxeCWyC-E6M</p> <p>Gershon, I. (2008).</p>	<p>Introduction Discussion Share with your classmate your interest in taking this study abroad class. What are some of the personal outcomes you would like to achieve? Also provide insight into your current knowledge and experience navigating different country cultures. Initial Post Due: Wednesday, September 1, 2021 2 Replies to Peers Due: Sunday, September 5, 2021 10 points</p>	Discussion Post Rubric
	Unit 2: A History of Maori and Native Americans	MLO #13	<p>Ryks, J., Pearson, A., & Waa, A. (2016).</p> <p>Thorp, D. (2003).</p>	<p>Complete Pre-GPI & International Travel Registration through International Studies Office Due September 12, 2021 5 points</p> <p>Doodle Poll for GTM Times Faculty will send a link (via Canvas) to a doodle poll to determine when is the best time for our two class meetings. The times that work for the most students will be selected. Due September 12, 2021</p>	<p>Mandatory for Travel</p> <p>C/NC</p>

Module	Unit	Learning Outcomes	Readings/Media/Website	Assignments/Points/Due Dates	Assessment Method
Module 2	Unit 3: Intergroup Conflict	MLO # 2, 3, 4, 5, 6, 7, 8, 9, 10 MLO # 11, 12, 13, 14	Behfar, J.J., Peterson, R.S., Mannix, E.A., & Trochim, W.M.K. (2008). Boros, S., Meslec, N., Curseu, P.L., & Emons, Wilco. (2010). Castro, A.P., & Nielsen, E. (2001).	<p>Opposing Views Case Study Part 1 Utilizing a real world inspired case study involving an intergroup conflict rooted in cultural differences, students will work in groups to identify the major issues at the heart of the conflict, any and all cultural or social factors, and outline the steps that should be taken to address or resolve the conflict. Each week instructors will provide updates on the case based on the prior week's work, which will necessitate edits or reevaluation of their proposed approach.</p> <ul style="list-style-type: none"> Part 1: Initial Conflict - Students will receive an outline of the conflict, the parties involved, and context for the organization. From here they will use relevant theories and class readings to identify the issues and create a plan for how the organization should respond, which individuals should take action, and what the long term plans for the organization should be in response to the initial conflict. 1-2 pages in length. <p>Due September 19, 2021 50 points</p> <p>GTM Class Meeting Attendance In this initial class meeting, we will discuss course expectations, in-country itinerary, in-country cultural considerations, outstanding International Studies Office Requirements, and answer any questions students may have. This will also serve as a pre-departure orientation with a representative from the International Studies office. Date TBD 5 points</p>	Written Assignment Rubric C/NC
	Unit 4: From a Global Perspective	MLO # 2, 3, 4, 5, 6, 7, 8, 9, 10	Gagné, N. (2009). MacCormack, A., & Forbath, T. (2008).	<p>Opposing Views Case Study Part 2 Utilizing a real world inspired case study involving an intergroup conflict rooted in cultural differences, students will work in groups to identify the major issues at the heart of the conflict, any and all cultural or social factors, and outline the steps that should be taken to address or resolve the conflict. Each week instructors will provide updates on the case based on the prior week's work, which will necessitate edits or reevaluation of their proposed approach.</p> <ul style="list-style-type: none"> Part 2: Continued Issues - Each group will receive further information on the case outlining how their initial response was received, what the outcomes were, and any/all continued issues that are present at the site. From here, groups will reevaluate their plan, provide additional steps to further address the conflict, and identify how/why their prior suggestions were effective or ineffective. 1-2 pages in length. <p>Due October 3, 2021 50 points</p>	Written Assignment Rubric

Module	Unit	Learning Outcomes	Readings/Media/Website	Assignments/Points/Due Dates	Assessment Method
	Unit 5: Conflict Resolution	MLO # 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>Boros, S., Meslec, N., Curseu, P.L., & Emons, Wilco. (2010).</p> <p>TedX Talk - Why There's So Much Conflict at Work and What You Can Do to Fix It by Liz Kislik - https://www.youtube.com/watch?v=2l-AOBz69KU</p> <p>Conflict from a Constructionist Standpoint: Resources for Innovation - https://tcsedsystem.idm.oclc.org/login?url=https://video.alexanderstreet.com/watch/conflict-from-a-constructionist-standpoint-resources-for-innovation</p>	<p>Opposing Views Case Study Part 3</p> <p>Utilizing a real world inspired case study involving an intergroup conflict rooted in cultural differences, students will work in groups to identify the major issues at the heart of the conflict, any and all cultural or social factors, and outline the steps that should be taken to address or resolve the conflict. Each week instructors will provide updates on the case based on the prior week's work, which will necessitate edits or reevaluation of their proposed approach.</p> <ul style="list-style-type: none"> Part 3: Final Resolution - After receiving further feedback and outcomes each group will present an after action report outlining the steps taken, rationale, and suggestions for the organization and others like it. Students will identify what additional training or education should be provided and justify their suggestions using course readings and theories. 3-5 pages. <p>Due October 17, 2021 50 points</p>	Written Assignment Rubric
Module 3	Unit 6: Conflict in the Workplace	MLO # 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>Indigenous Corporate Training Free Resources - https://www.ictinc.ca/free-ebooks</p> <p>Podcast: Managing Conflict at Work - https://insight.kellogg.northwestern.edu/article/podcast-tips-for-managing-conflict-at-work</p>	<p>Video Presentation on Major Cultural Conflict in Workplace</p> <p>Students will work individually or in pairs to create a 2-3-minute video addressing discussing cultural conflicts in the workplace. Students are encouraged to be creative and produce a video that engages the issues of cultural conflict from an education/training or experiential standpoint. Students have free range on the design, approach and final iteration of the video. Students will be graded on the content of the video and not the production quality of the video. Examples include: HR style training video, fictionalized interview, discussion/debate on theories of intergroup conflict. Students will be required to post their videos in the "Major Cultural Conflict in Workplace" discussion board as a new post.</p> <p>Due October 31, 2021 80 points</p> <p>Discussion: Feedback on Video Presentations</p> <p>Provide constructive feedback to at least three other students' presentations. This feedback should focus not only on how the information is presented, but the content of the presentation.</p> <p>Due November 7, 2021 20 points</p>	<p>Video Presentation Rubric</p> <p>Discussion Post Rubric</p>
Module 4	Unit 7: A Bigger Picture	MLO # 2, 3, 4, 5, 6, 7, 8, 9, 10	<p>Cross Cultural Communication - https://www.youtube.com/watch?v=YMMyofREc5Jk</p>	<p>Cultural Conflict Paper</p> <p>Cultural conflict is not a rare occurrence, from micro-aggressions to issues of historical or systemic oppression. Students will identify an international cultural conflict and discuss its origins and implications for the workplace. Is this conflict unique to the country it is found in or is it a more universal conflict? How would this conflict impact the workplace if left unaddressed? What recommendations do you have for how it can be addressed in the workplace or at the macro societal level? 7-8 pages</p> <p>Due November 14, 2021 100 points</p>	Written Assignment Rubric

Module	Unit	Learning Outcomes	Readings/Media/Website	Assignments/Points/Due Dates	Assessment Method
<u>Module 5</u>	Unit 8: New Zealand	MLO # 11, 12, 13, 14	N/A – research required for University of Auckland presentation.	<p>Draft of University of Auckland Group Presentation Due Topic/Description TBD based on discussions with UofA Due November 28 75 points</p> <p>GTM Class Meeting Attendance In this initial class meeting, we will discuss final in-country itinerary, in-country cultural considerations, outstanding International Studies Office Requirements, UofA presentation, service learning opportunity, and answer any questions students may have. Date TBD 5 points</p>	<p>TBD Based on discussions with UofA</p> <p>C/NC</p>

Grade Distribution

Assignment	Points
Introduction Post	10
Pre-GPI and Travel Registration	5
Opposing Viewpoints Case Study Parts (3 @ 50 points each)	150
Video Presentation & Feedback to Classmates	100
Cultural Conflict Paper	100
U of Auckland Presentation	75
Reflection Paper	20
Colloquium (PhD Students Only)	25
Post-GPI	5
Total	490

Letter Grade	Percent of Grade
A	94-100
A-	90-93
B+	88-89
B	83-87
B-	80-82
C	70-79
F	69 and below

Appendix A – Tentative Itinerary – Attached in second document

Exertion Levels

Exertion Level Area	Exertion Rating	Description of Exertion
Walking/Climbing/Stairs	2	There will be an average amount of walking as we visit cultural sites and museums.
Biking	0	
Lifting/Digging/Working	0	
Transportation	1	Students will be transported via private coach.

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of	Prepares in advance for a few activities; occasionally listens actively; during activities is present	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in

	activity; does not engage with faculty and in-country partners. 0-60 points	and occasionally engages and participates. 60-79 points	engages with faculty and in-country partners. 80-99 points	respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Total				200 total points

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total points

Appendix D - Assignment Rubric- Discussion Forums

1. Initial Posts are due by 11:59pm, Wednesday, Central Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Point totals double for 20 point discussions.

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	

<p>Initial Post: Demonstration of Quality Content and Integration of Course Material</p>	<p>The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation).</p> <p>4 points</p>	<p>The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed.</p> <p>3.5 points</p>	<p>The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element.</p> <p>3 points</p>	<p>The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed.</p> <p>2.5 points or lower</p>	<p>4 Points</p>
<p>Follow-Up Posts: Participation as Member of Learning Community</p>	<p>Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic.</p> <p>4 points</p>	<p>Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic.</p> <p>3.5 points</p>	<p>Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week.</p> <p>3 points</p>	<p>Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays).</p> <p>2.5 points or lower</p>	<p>2 Points Each (minimum of two posts)</p>

Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. 2 points	Student participates in the discussion forum at least (3) separate days of the week, responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as substantive as the "exemplary" category. 2 points	Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive. 2 points	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post. 2-0 points	2 Points
Max Points - 10	10 points	9 points	8 points	7 points or lower	

Appendix E – Assignment Rubric – Written Assignments

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. 0-1 points	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. 2-3 points	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. 3-4 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. 5 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-3 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 4-6 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 7-10 points	Response demonstrates an in- depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 10 points

Structure & APA (Title page with header, reference page, double-spaced, 1" margins, consistent 12-point Times New Roman font, 3 pages)	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than 3 errors per page for APA, spelling, grammar, or syntax errors throughout the writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two APA, spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one APA, spelling, grammar, or syntax errors per page of writing.	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no APA, spelling, grammar, or syntax errors per page of writing.
	0-1 points	2-3 points	3-4 points	10 points
Total				20 total points

Appendix F - Assignment Rubric – Video Presentation

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.
	0-9 points	9-18 points	18-30 points	30 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.
	0-9 points	9-18 points	18-30 points	30 points
Video Organization and Content	Video is of poor quality. It is not organized, does not show an understanding of cultural conflict, is not easy to follow, and is not engaging.	Video is not organized or does not demonstrate an understanding of cultural conflict. Video is not easy to follow and does not engage the viewer.	Video is organized and demonstrates a general understanding of cultural conflict. Video may be easy to follow or engage the viewer.	Video is well organized and clearly demonstrates an understanding of cultural conflict. It is easy to follow and engages the viewer.
	0-3 points	4-6 points	7-10 points	10 points

	Total	80 total points
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Appendix G - Assignment Rubric - Reflection Paper

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (expected)	Demonstration Level 3 (advanced)
Completion	Less than ½ assignment completed for specified number of days. 0-5 points	More than 50% of elements of assignment completed for specified number of days. 6-9 points	All elements of assignment completed for specified number of days. 10 points
Reflection	Reflection is not related to activity and there grammatical or writing errors that impede reader's understanding. 0-2 points	Reflection is loosely related to activity and there are many grammatical or writing errors. 3-4 points	Reflection is directly related to activity and there are very few grammatical or writing errors. 5 points
Application to practice	Application to practice is not related to readings or activity and there grammatical or writing errors that impede reader's understanding. 0-2 points	Application to practice is loosely related to readings or activity and there are many grammatical or writing errors. 3-4 points	Application to practice is directly related to readings or activity and there are very few grammatical or writing errors. 5 points
Total			20 total points

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

WRITING CENTER

A. MA and Doctoral students:

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. BA students:

Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. APA Style Hotline:

Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)